

THE GEORGE WASHINGTON UNIVERSITY  
Washington, DC

MINUTES OF A REGULAR MEETING  
OF THE FACULTY SENATE HELD ON  
FEBRUARY 18, 1994,\* IN LISNER  
ROOM 603

The meeting was called to order by Vice President French at 2:15 p.m.

Present: Vice President French, Boswell, Brewer, Captain, Carson, East, Elgart, Englander, Goulard, Gupta, Harrington, Kirsch, Pelzman, Robinson, Schiff, Seavey, Vontress and Wallace

Absent: President Trachtenberg, Registrar Gaglione, Parliamentarian Schechter, Cohn, Divita, Fowler, Friedenthal, Frieder, Holmes, Johnston, Keimowitz, Mahmood, Miller, Mitchell, Park, Salamon, Silber and Smith

APPROVAL OF MINUTES

The minutes of the regular meeting of December 10, 1993, were approved as distributed.

RESOLUTIONS

I. RESOLUTION 93/5, "A RESOLUTION ON GRADING EXTENSIONS"

On behalf of the Committee on Educational Policy, Professor Brewer, Chair, moved the adoption of Resolution 93/5 with the following amendment: In line 3 of the RESOLVING clause, the words "Vice President for Academic Affairs" is substituted for the word "Registrar," and the motion was seconded. Professor Brewer explained that the Educational Policy Committee realized that the contact person should be the Academic Vice President instead of the Registrar. The Chair asked the Senate if there were any objections to considering the resolution as amended by the Committee, and there were no objections. Professor Brewer said the resolution was straightforward in that it requests some reprieve for faculty in submitting grades in courses with 50 or more students where the final examination is scheduled during the last three days of the examination period.

\*(The regularly scheduled Faculty Senate meeting of February 11, 1994, was rescheduled for February 18, 1994, due to adverse weather conditions.)

Professor Schiff inquired why it was necessary to include a contact person since the resolution indicated that it applied to any class with 50 or more students, thereby leaving it to the discretion of the professor. Vice President French said that he did not view this resolution to be permissive in that sense, but rather a requirement that the faculty member contact an academic officer to ask for an extension. Professor Brewer said that resolution would give the faculty member the right of an extension but there was a need for a contact person so that the Registrar would know how many faculty would be late in submitting grades. She said that there was an attempt to schedule all large classes early within the examination period but that could not be accomplished.

In order to clarify the resolution, Professor Gupta moved that the RESOLVING clause be amended by inserting the words "should request the Vice President for Academic Affairs for permission to arrange an extension in the submission of grades" after the words "examination period" in line 3 of the clause. The motion was seconded.

Professor Robinson said that she thought the reasoning behind this resolution was that students are ill-served by grades that are awarded under unreasonable time constraints as faculty cannot reasonably and fairly grade a large number of essay examinations in 72 hours. Vice President French said that he would be pleased to have this request proceed through the dean's office rather than his office, but it seemed to him that it has to be by permission because someone needed to make a determination about how long the extension will be. It is critically important, he said, to a large number of students to have timely grades, and the University has to protect the interests of those students by requiring faculty to make very good arguments with the dean or someone about setting a time for submission of the grades in order to be processed by the Registrar's Office and into the hands of the students.

Further discussion followed by Professors Kirsch, Vontress, Brewer, Wallace, Pelzman, and Vice President French.

Professor Robinson said that the Resolution provides that a faculty member should have the right to make a request for a reasonable time extension. She then suggested the following reconfiguration of the language: "That the Vice President for Academic Affairs, upon faculty request, shall grant a reasonable time extension for submission of grades in courses with 50 or more students where the final examination is scheduled during the last three days of the examination period."



The floor was given to Associate Dean Deering who suggested that it might be useful to have the faculty's request for an extension made through the dean's office to the Vice President for Academic Affairs Office because it would be easier to contact the dean than Vice President French.

Further discussion continued by Professors Captain, Brewer, Robinson, Associate Dean Deering, and Vice President French.

Professor Gupta withdrew his amendment, and Professor Robinson then moved the following substitute RESOLVING clause:

"That the Vice President for Academic Affairs, upon faculty request through the Office of her/his respective Dean, shall grant a reasonable time extension for submission of grades in courses with 50 or more students where the final examination is scheduled during the last three days of the examination period."

The motion was seconded. Professor Brewer accepted the amendment on behalf of the Educational Policy Committee. The question was called on the Robinson amendment and the amendment passed. The question was then called on the original motion, as amended, and Resolution 93/5 was adopted as amended. (Resolution 93/5, as amended, is attached.)

Professor Englander asked Vice President French if the Registrar could include mentioning Resolution 93/5 in his instructions with the grade sheets sent out to faculty, and Vice President French replied that the Registrar would be asked to incorporate the thrust of this resolution by editing his normal instructions that are sent with the grade sheets.

#### INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

#### GENERAL BUSINESS

##### I. NOMINATION FOR ELECTION OF FACULTY TO A JOINT FACULTY-ADMINISTRATION TASK FORCE

On behalf of the Executive Committee, Professor Robinson moved the nominations of the following faculty for election to the Joint Faculty-Administration Task Force to Assess the Long-Run Comparative Advantage of the Virginia Campus: Professors Theodore M. Barnhill (SBPM), Charles A. Garriis (SEAS), Joseph A. Greenberg (SEHD), and Hermann J. Helgert (SEAS). The nominees were elected unanimously.

II. NOMINATION FOR ELECTION OF FACULTY TO THE RESEARCH COMMITTEE

On behalf of the Executive Committee, Professor Robinson moved the nomination of Associate Professor Barbara Miller for election to the Research Committee. Professor Miller was elected unanimously.

III. APPOINTMENTS TO PANEL OF HEARING OFFICERS

Professor Robinson reported that Emeritus Professor Harold R. Green (Law) and Professor Joan H. Strand (Law) had been appointed by the Executive Committee to the Panel of Hearing Officers to fill the unexpired terms of Professor Pock and Professor Kee, respectively.

IV. REPORT OF THE EXECUTIVE COMMITTEE

The report of the Executive Committee is enclosed.

V. INTERIM REPORTS OF SENATE COMMITTEE CHAIRS

Written Interim Reports were submitted by the following Senate Committees: Administrative Matters as They Affect the Faculty, Athletics and Recreation, Educational Policy, Faculty Development and Support, Fiscal Planning and Budgeting, Honors and Academic Convocations, Professional Ethics and Academic Freedom, Research, and University and Urban Affairs. (The Reports are attached.)

Professor Vontress asked if the interim reports were to serve as "trial balloons," and Professor Robinson replied that the reports served the purpose of informing the Senate what particular issues the Senate Committees were working on. Professor Vontress said the reason he raised the question was because he noted that the interim report submitted by the University and Urban Affairs Committee suggested that the focus of the mission of this Committee should be changed to include "the greater Washington region in lieu of limiting [its] attention to DC." Professor Vontress said he recalled that the mission of this Committee was to maintain and improve the relationship between the town and gown, and he was not sure that that focus will be maintained if the Committee expands its scope of activity to include suburbia.

Professor Kirsch, Co-Chair, Appointment, Salary and Promotion Policies Committee, submitted data on faculty salary increases received from Vice President French, December 7, 1994. Professor Kirsch said the ASPP Committee was very pleased with the assistant and associate professor salary raises, but would like to point out that there seemed to be a marked constriction in salaries and there was a squeeze on the salaries of full professors. He said the

Committee hoped that the salaries of full professors will receive the same attention as have the salaries of the other two ranks. (Data are attached.)

Vice President French responded that the budget for the next fiscal year as approved by the Board at its most recent meeting includes a provision for special merit raises to some number of full professors above and beyond the 4% pool that is in the budget for faculty salary increases.

Professor Pelzman, Chair, Fiscal Planning and Budgeting Committee, announced that his Committee had just received the Space Utilization Study, and he asked that this report be distributed to the faculty with the minutes. He pointed out that this study stipulates a series of objectives for the mass migration. The Fiscal Planning and Budgeting Committee raised the issue of the internal migration in order to assess its budgetary impact, given that continued administration focus on maintaining a hard budget constraint on matters affecting the faculty. While exact figures on the actual cost of the migration are still not available, given that the entire migration is behind schedule, a rough estimate of the migration cost will be between zero and one hundred dollars per square foot. Given the limited distribution of this plan, Professor Pelzman felt that the faculty should be made aware of the administration's objectives, the actual reshuffling and the cost implications of the mass migration. Faculty concerns and inquiries about this mass migration should be addressed to their respective department chairs. (The Space Utilization Study dated February 18, 1994, is enclosed.)

Vice President French said that, if the Senate would recall, the University had hired a professional space utilization firm some two years ago and all faculty who were department chairs at that time were interviewed by those consultants. The information that was gathered came back to the Space Committee and out of that evolved this plan for space migration, which is, of course, always subject to corrections and adaptations.

#### BRIEF STATEMENTS (AND QUESTIONS)

Professor Englander, on behalf of Professor Silber, who could not be present at the meeting, asked Vice President French if he would speak about the tuition increases and their implications.

Vice President French explained that there were three separate tuition increases. The Law School tuition and fee increase (7.9%) will finance very significant improvements in the Law School. Moreover, the differential between its tuition increase and that in other units will be returned entirely to the base budget of the National Law Center. He said that for the first time there was a separation between the tuition and fees increase for graduates

(4.5%) and undergraduates (6.9%) because the deans argued very persuasively that in the highly competitive graduate market, which now represents approximately 60% of net tuition revenue, we were pushing the graduate tuition toward the maximum tolerable rate. With regard to the undergraduate tuition increase, he explained that last year the combined cost of room and board and tuition and fees was not increased; we had a zero overall blended rate last year for undergraduates, so the undergraduate tuition rate for 1994-95 is, in part, a reflection of last year's action. Vice President French noted that next year's increase in undergraduate tuition will take the University up one notch at most within the market-basket schools. The basic reason for these increases, he said, was to fund over \$2.5 million of base budget increases for academic programs and salaries.

Professor Englander asked if the calculations were based on enrollment figures. Vice President French replied that the calculations were based both upon science and intuition. He said that the rapid increase in the University's budget for financial aid has been brought under control. In fact, the increase in financial aid for undergraduates will be lower than the tuition increase. Undergraduate applications are running several thousands ahead of last year at this time for undergraduates. At the graduate level, he said that the University was investigating special pricing arrangements with major corporations and federal agencies that send graduate students to GW. In this way, he said, the University was trying to hold its place in the graduate market in the metropolitan area.

#### ADJOURNMENT

Upon motion made and seconded, Vice President French adjourned the meeting at 3:25 p.m.

A handwritten signature in cursive script, reading "J. Matthew A. Gaglione". The signature is written in dark ink and is positioned above the printed name and title.

J. Matthew A. Gaglione  
Secretary

[Any inquiries about this resolution should be directed to Professor Diane M. Brewer, Chair of Educational Policy Committee 4-7167.]

A RESOLUTION ON GRADING EXTENSIONS (93/5)

WHEREAS, it is University policy to require all final grades be turned in within 72 hours of a final examination; and

WHEREAS, this time frame is problematic for faculty teaching large sections which are scheduled at the end of the examination period; and

WHEREAS, it is not practical to schedule all large classes at the beginning of the examination period; NOW THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

~~That faculty teaching courses with 50 or more students who have examinations scheduled during the last three days of the examination period can contact the Registrar to arrange an extension in the submission of grades.~~

That the Vice President for Academic Affairs, upon faculty request through the Office of her/his respective Dean, shall grant a reasonable time extension for submission of grades in courses with 50 or more students where the final examination is scheduled during the last three days of the examination period.

Committee on Educational Policy  
November 29, 1993

Adopted, as amended, February 18, 1994





VICE PRESIDENT FOR ACADEMIC AFFAIRS

February 14, 1994

TO: Lilien Robinson, Chair  
Executive Committee of the Faculty Senate

FROM: <sup>RSF</sup>Roderick S. French  
Vice President for Academic Affairs

RE: Board Resolution

President Trachtenberg has asked me to convey to you and through you to the Faculty Senate the resolution adopted by the Board of Trustees at its meeting on February 10, 1994. Although you were present when the resolution was ratified, it might be in order for me to call attention to two particular features of the resolution.

First, in its title and in its text the Board intended to make quite clear that this action pertains only to cases of administrative nonconcurrence with faculty personnel recommendations. This action leaves entirely untouched the provision for grievances and their resolution as set forth in the Faculty Code Section X.B and Section E.

Second, the Board recognized that any appeals of nonconcurrences arising from personnel recommendations originating in the present academic year would have to be handled according to our present practices.

RSF/ssh  
Enclosure

cc: President Trachtenberg

2/10/94

APPENDIX B

RESOLUTION CHANGING PROCESS FOR HANDLING ADMINISTRATIVE  
NONCONCURRENCES WITH FACULTY PERSONNEL RECOMMENDATIONS

WHEREAS, it is the view of the Academic Affairs Committee that it is inappropriate for the Board of Trustees to be involved in academic decision-making that more properly belongs to the faculty and academic administrators of the University;

WHEREAS, it is the desire of the Board of Trustees to be removed from decision-making with respect to administrative nonconcurrences with faculty personnel recommendations beyond the end of the current academic year;

WHEREAS, we believe the process normally should terminate with the Vice President for Academic Affairs; and

WHEREAS, we believe the appeal of decisions beyond those of the Vice President for Academic Affairs should be forwarded to the President of the University and whatever bodies he may decide to appoint for final disposition.

NOW THEREFORE BE IT RESOLVED, that the Vice President for Academic Affairs and the President are requested to work with the Faculty Senate in exploring and developing an appropriate process for handling administrative nonconcurrences with faculty personnel recommendations which would relieve trustees of participation in the process;

FURTHER RESOLVED, that the Board urges consideration of all available alternatives except external arbitration; and

FURTHER RESOLVED, it is requested that a copy of the proposed process developed by the faculty and administration be received by the Chairman of the Board no later than April 15, 1994.



VICE PRESIDENT FOR ACADEMIC AFFAIRS

**MEMORANDUM**

TO: Arthur Kirsch, Chair  
Faculty Senate Committee on Appointments, Salaries and Promotions Policies

FROM: Rod French  
Vice President for Academic Affairs

DATE: December 7, 1993

RE: Faculty Salary Increases

Around this time each year I communicate to the Chair of the ASPP Committee data regarding faculty salaries in all Schools excluding the School of Medicine and Health Science. I am particularly pleased to convey these data to you this fall for two reasons. In the first place, the fact that the President authorized supplemental increases led to some confusion and even unfortunate misunderstanding on the part of some of our colleagues which can be cleared up by a reporting of the facts. In the second place, I am happy to send along this report because it summarizes a very positive trend in faculty compensation.

As noted, these figures reflect the increases that are to take effect on March 1, 1994 as well as the raises that will go into effect on the first of January. I look forward to the discussion with your Committee of the impact of this year's raises and of our aspirations for continuing improvements in faculty compensation. As President Trachtenberg and I have stated on numerous occasions, the goal of the administration is to hold salary averages for Assistant and Associate Professors at their present comparative standing and to use supplemental increases in the future to raise full Professors salaries on a merit basis.

Attachment

cc: President Trachtenberg  
Professor Robinson

1993-94 \*Regular Faculty (Continuing and New)  
Reflects increases effective 3/1/94

	Professors			Assoc Professors			Asst Professors			Overall Average Salary			X Chg
	1992-93	1993-94	X Chg	1992-93	1993-94	X Chg	1992-93	1993-94	X Chg	1992-93	1993-94	X Chg	Total \$
Arts & Sciences	61,624	63,159	2.5%	45,730	48,259	5.5%	38,128	40,356	5.8%	50,523	52,788	4.5%	0.95%
Education	57,770	60,494	4.7%	42,137	44,709	6.1%	36,170	36,928	2.1%	47,313	50,509	6.8%	24.55%
Elliot School	69,993	70,801	1.2%	49,698	49,000	-1.4%	44,074	44,940	2.0%	61,846	58,793	-4.9%	-4.94%
Engineering	78,101	80,690	3.3%	61,617	64,204	4.2%	53,238	56,767	6.6%	70,219	73,172	4.2%	5.43%
Business & Public Mgt	71,006	73,857	4.0%	59,801	64,678	8.2%	57,585	59,551	3.4%	65,080	68,268	4.9%	7.02%
National Law Center	104,250	107,027	2.7%	77,915	76,098	-2.3%				97,380	100,303	3.0%	3.00%
Total	70,589	72,858	3.2%	52,146	54,227	4.0%	42,088	44,675	6.1%	59,108	61,599	4.2%	4.21%
Total \$	22,235,603	23,023,140	3.5%	8,604,157	9,489,755	10.3%	6,102,709	5,986,391	-1.9%	36,942,469	38,499,286	4.2%	
Arts & Sciences	142	140	-1.4%	91	90	-1.1%	92	84	-8.7%	325	314	-3.4%	
Education	22	26	18.2%	10	19	90.0%	16	11	-31.3%	48	56	16.7%	
Elliot School	14	11	-21.4%	5	5	0.0%	3	6	100.0%	22	22	0.0%	
Engineering	53	54	1.9%	15	16	6.7%	17	16	-5.9%	85	86	1.2%	
Business & Public Mgt	50	49	-2.0%	32	35	9.4%	17	17	0.0%	99	101	2.0%	
Subtotal	281	280	-0.4%	153	165	7.8%	145	134	-7.6%	579	579	0.0%	
National Law Center	34	36	5.9%	12	10	-16.7%				46	46	0.0%	
Total	315	316	0.3%	165	175	6.1%	145	134	-7.6%	625	625	0.0%	
AAP Percentiles	1992-93	91.04	91.05	1992-93	91.04	91.05	1992-93	91.04	91.05				
90	78,890	82,046	82.835	54,490	56,670	57.215	45,550	47,372	47.828				
80	72,880	75,795	76.524	52,120	54,205	54.726	43,010	44,750	45.161				
70	70,240	73,050	73.752	50,590	52,614	53.120	41,760	43,430	43.848				
60	66,710	69,378	70.046	48,560	50,502	50.988	40,840	42,474	42.882				
50	64,370	66,945	67.589	47,150	49,036	49.508	39,580	41,163	41.559				
GMU overall 93/4	72,858	69	68	54,227	80	77	44,675	80	76				

\* Excludes instructors and clinical law faculty.

1993-94 \*Continuing Regular Faculty  
Reflects increases effective 3/1/94

	Professors			Assoc Professors			Asst Professors			Overall Average Salary		
	1992-93	1993-94	% Chg	1992-93	1993-94	% Chg	1992-93	1993-94	% Chg	1992-93	1993-94	% Chg
Arts & Sciences	61,009	63,159	3.5%	44,877	48,307	7.6%	37,370	40,505	8.4%	50,454	53,222	5.5%
Education	57,770	59,626	3.2%	40,043	44,469	11.1%	35,292	38,014	7.7%	47,532	50,465	6.2%
Elliott School	68,457	70,801	3.4%	49,338	50,751	2.9%	44,074	47,380	7.5%	60,145	62,442	3.8%
Engineering	77,988	80,252	2.9%	60,065	64,204	6.9%	53,501	56,733	6.0%	70,403	73,191	4.0%
Business & Public Mgt	71,354	73,901	3.6%	60,212	64,227	6.7%	57,357	60,358	5.2%	65,284	68,416	4.8%
National Law Center	101,690	106,985	5.2%	74,600	79,460	6.5%				98,304	103,544	5.3%
Total	70,171	72,744	3.7%	50,021	53,737	7.4%	41,971	45,076	7.4%	59,020	62,017	5.1%
Total \$	21,682,733	22,477,922	3.7%	8,253,384	8,866,582	7.4%	4,826,677	5,183,759	7.4%	34,762,794	36,528,263	5.1%
Arts & Sciences	140	140		89	89		75	75		304	304	
Education	22	22		17	17		8	8		47	47	
Elliott School	11	11		4	4		3	3		18	18	
Engineering	53	53		16	16		14	14		83	83	
Business & Public Mgt	48	48		34	34		15	15		97	97	
Subtotal	274	274		160	160		115	115		549	549	
National Law Center	35	35		5	5		0	0		40	40	
Total	309	309		165	165		115	115		589	589	
AARP Percentiles	1992-93	91.03	91.04	1992-93	91.03	91.04	1992-93	91.03	91.04			
90	78,890	81,257	82,046	54,690	56,125	56,670	45,550	46,917	47,372			
80	72,880	75,066	75,795	52,120	53,684	54,205	43,010	44,300	44,730			
70	70,240	72,347	73,050	50,590	52,108	52,614	41,760	43,013	43,430			
60	66,710	68,711	69,378	48,560	50,017	50,502	40,840	42,065	42,474			
50	64,370	66,301	66,945	47,150	48,565	49,056	39,580	40,767	41,163			
GAU Continuing	70,171	72,744	72,744	50,021	53,737	53,737	41,971	45,076	45,076			
AARP percentile	70	71	69	67	80	77	72	86	83			

\* Excludes instructors and clinical law faculty.  
Unlike AARP, promoted continuing faculty are reported at their 1993-94 rank.



**ADMINISTRATIVE AFFAIRS AS THEY AFFECT THE FACULTY**  
**A Committee of the Faculty Senate**  
**Office of the Chair**

February 17, 1994

To: Lilien Robinson, Chair  
Senate Executive Committee

From: David Silber, Chair  
Administrative Affairs

Re: Resolutions and reports.

Enclosed with this memo are two resolutions adopted by the Administrative Affairs as They Affect the Faculty Committee. They were forwarded earlier (March, 1993; November, 1993), for consideration by the Executive Committee, but they may have been lost in the University mail.

The Committee has considered two items over several meetings: first, the delay in informing tenure candidates of their status (in May, 1993). Second, the question--first raised in 1991-1992--about evaluations of Chairs and administrative officials by faculty. With regard to the first, it now appears that the Professional Ethics and Academic Freedom Committee is the appropriate body to investigate the matter, if investigation is needed. With regard to the second, the Committee is still deliberating whether some action is appropriate, and if so what.

In addition, the Committee has been concerned with delays in reimbursements for travel expenses, especially in those few cases where a faculty person travels extensively as part of their faculty work. The Committee continues to work on the above matters.

  
Dave Silber



GRADUATE PROGRAM IN GENETICS

February 8, 1994

Interim Report: Senate Committee on Athletics and Recreation

The Committee has convened three times since September, 1994, and has discussed the following matters:

- 1) gender equity issues and the GWU Internal Study and Title IX compliance;
- 2) legislative proposals and actions taken at the NCAA annual convention, and their impact on this University.

In addition, the Committee invited several coaches, academic coordinator Sheila Hoben and sports medicine physician Dr. Kenneth Fine to discuss their work.

## COMMITTEE ON EDUCATIONAL POLICY

Interim Report  
January 21, 1994

The committee has met three times. Following is a list of items that have been resolved or continue on our agenda.

1. **Mission Statement:** The mission statement of the committee was amended to reflect the 1992 change from "Educational and Admission Policy" to the "Educational Policy" Committee. The following statement was adopted:

The Committee shall consider matters of policy relating to education that are of concern to more than one college, school or division. In this area its functions shall be to provide advice and counsel on such matters as requested by the Faculty Senate (through its Executive Committee); formulate principles and objectives and find facts pertinent to such counsel; be alert to proposed changes in existing policies or promulgation of new policies; consider any appropriate matters on its own initiative or brought to its attention by any member of the Faculty; make its recommendations or otherwise express its opinion to the Faculty Senate.

2. **Academic Calendar:** The Committee continued a review of whether the calendar provides ample teaching time for Monday classes particularly in the fall semesters. Donna Scaroboro presented the calendar for the next five years and reviewed the issues and possibilities for changes which would equalize Monday classes. After discussion, it was the consensus that the difficulties of changing the calendar in terms of impact on between semester break as well as summer break were such that it should be left alone.

3. **Review policy on classes missed by faculty.** In response to reports that some faculty miss classes without providing substitutes or makeup of the classes, the Committee considered whether faculty responsibility on this matter was clear and whether there should be a more explicit policy. The committee voted that the faculty handbook provides an adequate guide to faculty responsibility in this area. (see Faculty Handbook 3b Professional Responsibilities)

4. **Grading schedule for final exams.** There is concern among faculty that teach large classes that the 72 hour deadline for final grades is unreasonable. This is a particular problem when they are scheduled near the end of the examination period and the final grade reporting date. A resolution is before the Senate on this issue.

5. **Academic evaluations.** The Committee was asked to determine the role/impact of the student-run course evaluations document upon our colleagues. Additionally it was asked to consider the use of departmental evaluations and the comparative usefulness of both instruments. After an initial discussion it was felt that a discussion of the philosophy of such evaluations and the implications of such evaluations should precede actions regarding the mechanics of course

## COMMITTEE ON EDUCATIONAL POLICY

evaluations. The Committee has begun to work on an issues/impact report on these evaluations.

6. Review policy on keeping student records. There are conflicting documents concerning the length of time that faculty is obligated to keep student records. The Committee will attempt to clarify faculty responsibility.

7. Grade distribution. The issue of grade inflation was brought to the Committee. The Committee is in the process of reviewing information provided by the Office of Institutional Research.

Committee members: Gastwirth, Geist, Kind, Mastro, Melendez, Sanchez, Steiner, Vojcic, Warren, Zuchelli

Submitted by: Diane M. Brewer, Chair

**Interim Report of  
Senate Committee on Faculty Development and Support**

Senate Committee on Faculty Development and Support is presently considering the issue of 'early' retirement at GW. The committee believes that there is a need to publish a retirement plan outline which would be available to all faculty members considering possible retirement. We have discovered that the University of Chicago has implemented its Retirement Plan which provides certain monetary incentives for faculty choosing to retire at certain age. The Committee is attempting to formulate a position that could be reported to Faculty Senate. We welcome any comments and suggestions.

The Committee initiated a program to use the available faculty expertise in improving the organizational climate in academic departments of the University and sent out a questionnaire to various departments to find the faculty members who may be interested in consulting with University departments. We are developing a database of expertise that would be made available to all Department Chairs for use at their discretion.

Among other actions, the Committee has formed a Subcommittee on Recruitment and Retention of Minority and Women Faculty in order to "maintain University-wide oversight of all issues related to campus climate, recruitment, appointment, retention and promotion of women and minority faculty" as required by the *Action Plan to Improve the Collegial Climate: Making The George Washington University a Model of Cultural Diversity*. Anybody with information, or opinions, on these matters is invited to contact the Committee Chair. A report of the Subcommittee would be forthcoming at a later date.

Murli M. Gupta  
Chair, Senate Committee on Faculty Development  
and Support

February 18, 1994



**The George Washington University**  
***Senate Fiscal Planning and Budgeting Committee***

February 11, 1994

TO: Faculty Senate

FROM: Joseph Pelzman, Chair  
Fiscal Planning and Budgeting

RE: Interim Report

The following list includes a number of the key matters under discussion during the Fall semester of the 1993/94 academic year.

a) Developing a mechanism for coordinating outputs of various school committees on fiscal planning and budgeting [Senate Resolution 92/1] and to assess the status of the current implementation and operation of faculty participation in the budgeting process at the School and unit levels. Professor Bill Griffith is the contact person on this issue.

b) What are University rules with respect to procurement of "auxiliary" services? Professor Henry Solomon is the contact person on this issue.

c) Resolution by the Appointment, Salary, Promotion Committee on Requiring Public and Declared University Salary Policy for faculty. Should the resolution presented to the committee be modified to include a statement linking faculty salaries to an 'objective' measure of faculty productivity? Professor Tony Yezer is the contact person on this issue.

d) Financial implications of campus beautification process; contact person on this issue is to be assigned.

In addition, the committee is continuing its discussions on the criteria for funding priorities of both the academic and administrative portions of the University. In that connection, the committee proposed a resolution to establish a joint faculty-administration task force instructed to assess the long-run comparative advantage of the Virginia Campus.

The committee held its meetings on October 1; November 5; December 3; and February 4. Its next meeting will be on February 18, 1994.



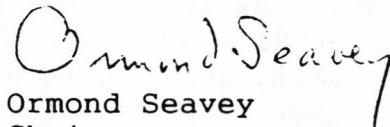
DEPARTMENT OF ENGLISH

**HONORS AND ACADEMIC CONVOCATIONS COMMITTEE**  
Report

17 February 1994

The Committee met early in September to prepare a list of nominees for honorary degrees. The Committee continues to review candidates proposed for honorary degrees and reports its judgments to the President. One former role of the Committee, preparation for the February graduation, has been eliminated.

The Committee is currently developing a survey on academic honors and convocations that it plans to distribute by the beginning of March. The Committee anticipates that responses to the survey will foster faculty involvement in convocations and graduation exercises and increase faculty engagement in the nomination of candidates for honorary degrees.

  
Ormond Seavey  
Chair

# SENATE COMMITTEE ON PROFESSIONAL ETHICS & ACADEMIC FREEDOM

## INTERIM REPORT - JANUARY 1994

The Committee on Professional Ethics and Academic Freedom has been meeting monthly in order to deal with a host of issues. Several subcommittees have been formed to develop initial analyses and positions for the full Committee to consider.


1. **"Early Tenure."** Since 1977 it has been University practice to deny (except in exceptional circumstances) the granting of tenure prior to the end of the maximal probationary period (i.e., no "early tenure"), despite the fact that this policy appears to be in conflict with *The Faculty Code*. The Committee has considered the benefits and risks of this policy, considered several alternative solutions, and has met with Vice President French to explore ways in which the enunciation and practice of this policy could conform to *The Faculty Code*. Based on the cooperative climate between the Vice President and the Committee, I believe we shall have achieved this goal within a few weeks.
2. **Resolution 87/10.** Resolution 87/10 is a series of proposed updates and changes to the sections of *The Faculty Code* addressing the faculty's role in the appointment and continuance of senior academic administrative officers. The resolution was first passed by the Senate in April 1988. Then President Elliott did not act upon it prior to his retirement. In response to an inquiry from the Executive Committee, President Trachtenberg responded that, since several academic administrative positions identified in the resolution no longer existed, the resolution was not applicable and no further action was taken by him. Believing that the issues addressed by resolution 87/10 still needed to be resolved, the Executive Committee again referred it to PEAFF in 1992. The Committee made some minor revisions to the resolution but it was returned by the Executive Committee with some additional suggestions and concerns.

The current PEAFF Committee has re-examined Resolution 87/10, the 1992 revisions to it, and the concerns of the Executive Committee. It has drafted a revised resolution that proposes revisions to *The Faculty Code's* procedures for the role of faculty in the selection, appointment, and continuance of academic officers. In the spirit of shared governance, this draft resolution has been discussed with President Trachtenberg and Vice President French. The full Committee will have an additional meeting with them prior to sending the resolution to the Executive Committee and the Senate.

3. **Board of Trustees' Action.** A PEAFF subcommittee has been meeting with the Executive Committee on issues related to the recent action by the Board of Trustees to remove itself from participation in the resolution of disputed faculty personnel recommendations.
4. **Faculty Participation & Consultation.** A group of faculty whose programs and faculty were transferred from one school to another have proposed a resolution designed to insure appropriate faculty participation and consultation in future deliberations of this sort. The

appropriate faculty participation and consultation in future deliberations of this sort. The Committee has been working on a resolution which it hopes to forward to the Executive Committee after our next meeting.

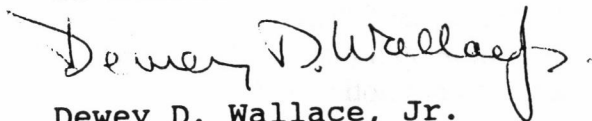
5. **Medical Faculty Sabbatical Compensation.** For the past two-and-one-half years physicians at the School of Medicine have been serving under a new contractual agreement that includes sabbatical compensation based on academic rank and specialty rather than on actual salary. A subcommittee is exploring the ramifications of this. The fundamental question is: Should the School of Medicine operating a completely separate budget from the rest of the University and with a unique system for compensating its physician faculty members, be allowed to deviate from the provisions of *The Faculty Code* governing sabbatical leave compensation? And, if the School of Medicine can do this, may other units of the University establish their own sabbatical compensation packages? We expect a report and recommendations from our subcommittee at our March meeting.
6. **Family Leave.** A joint subcommittee under the leadership of the Senate Committee on Appointment, Salary & Promotion Policy is trying to develop a plan for family leave. The implications of such a plan on the timing of decisions on promotion and tenure are being examined.

  
V. H. Cohn, Chair

February 9, 1994

Interim Report of the Faculty Senate Research Committee

The Faculty Senate Research Committee met twice during the fall semester and has so far met once during the spring semester. Suggestions concerning ways to enhance research at the University were discussed in the fall meetings. Our meeting this semester discussed university priorities in the funding and encouragement of research.

A handwritten signature in cursive script that reads "Dewey D. Wallace, Jr." with a long horizontal flourish extending to the right.

Dewey D. Wallace, Jr.  
Chair, Faculty Senate Research Committee



# University and Urban Affairs Committee of the Faculty Senate

## Interim Report

January 21, 1994

The committee met three times in the Fall 93 semester, and is scheduled to meet on a monthly basis for the rest of the year.

These meetings have been given over to re-examining the mission of this committee. Several conclusions have been drawn and the committee is presently engaged in examining alternative courses of action in anticipation of making a recommendation to the Senate.

Briefly, the conclusions are:

1. **MISSION STATEMENT:** The present mission statement is unclear and narrowly restricted.

2. **NATURE OF COMMITTEE WORK:** The purpose of the committee is not to implement urban affairs projects (thrust of the present mission statement). Rather, it's purpose should be to oversee an important aspect of University activity; specifically to explore, synthesize, and make recommendations as appropriate.

3. **EXPANDING SCOPE:** We should consider expanding the scope of GW's "Urban Affairs" activity to include the greater Washington region in lieu of limiting our attention to DC.

4. **SHIFT FOCUS FROM SERVICE ONLY TO SERVICE AND INTERRELATIONSHIPS:** At the University, Urban Affairs has traditionally been interpreted to mean voluntary activity directed to helping the less fortunate. Such an interpretation may be too narrowly restrictive. Perhaps the meaning of Urban Affairs might be shifted from "service to the community" to "service and interrelationships with the community." Accordingly, the focus of the committee should be expanded to include a broader range of activities in the greater Washington community. Such an expanded focus will allow GW to achieve a higher level of outreach, e.g., both service and visibility, to many aspects of life in the greater Washington community.

5. **NEEDED: POINT PERSON AND DATA BASE:** If this expanded view of "Urban Affairs" were to be adopted, it would be useful for the University to appoint an individual to foster the interrelationships between GW and the organizations in the broader community. Such an individual should also be charged with implementing and updating a database of both individual and group services/relationships with the community. Such a database would become an important resource for many arms of the University.

6. **NEEDED: COORDINATING COUNCIL ON URBAN AFFAIRS:** Many arms of GW have been, and presently are, involved in some form of voluntary effort in urban affairs, especially in the realm of providing

assistance to those less fortunate. However, there is no mechanism within the University to recognize the diversity and extent of current activity. Accordingly, a Coordinating Council on Urban Affairs would be useful to recognize this activity and to provide some level of coordination.

It is the intent of the committee to explore these conclusions and their implications with the administration and the people who are currently engaged in this activity. In time, it will be appropriate to rewrite the mission statement of this committee.

Submitted by:  
Sal Divita, Chair,  
University and Urban Affairs Committee of the Faculty Senate

REPORT OF THE EXECUTIVE COMMITTEE  
FEBRUARY 18, 1994  
PROFESSOR LILIEN F. ROBINSON, CHAIR

On behalf of the Executive Committee, I would like to report on the following matters that have come before the Committee since my last report on December 10th:

GRIEVANCES

- (1) In a grievance from the School of Medicine and Health Sciences, informal consultation by the Executive Committee is underway; another grievance from the School of Medicine and Health Sciences, previously reported upon, continues in the formal hearing stage.
- (2) A grievance from the School of Education and Human Development is in the formal grievance stage.
- (3) A grievance from the School of Engineering and Applied Science has been received by the Executive Committee, which will begin its informal review shortly.

MARCH SENATE MEETING

- (1) Please note that at the March 11th Senate meeting there will be an election of the Nominating Committee which will present a slate of nominees to serve on the Executive Committee for the 1994-95 Session.

ANNOUNCEMENTS

- (1) The forms for service on Administrative Standing Committees and Faculty Senate Standing Committees were sent with the agenda for this meeting. Please encourage colleagues in your schools to volunteer for service. The forms should be returned to the Faculty Senate Office, Rice Hall 305, as soon as possible.
- (2) The next meeting of the Executive Committee is scheduled for February 25th. Resolutions should reach the Executive Committee prior to that date for inclusion on the agenda for the March 11th Senate meeting.

BOARD OF TRUSTEES' RESOLUTION ON DISPUTED FACULTY PERSONNEL RECOMMENDATIONS

- (1) As reported at the last Senate meeting, December 10th, the Executive Committee sent a memorandum to Mr. Oliver Carr, Chair of the Executive Committee of the Board, requesting a meeting with the Board's Executive Committee. Subsequently, a meeting was arranged through the President's Office for Thursday, January 27, 1994.



- (2) On January 27th, Professor Johnston, law faculty member of the Executive Committee, and I met with the Executive Committee of the Board. We presented a Memorandum from the Executive Committee of the Faculty Senate regarding "Disposition of Disputed Faculty Personnel Decisions." The Memorandum, enclosed with this report, will be made part of the Minutes of this meeting.
- (3) On February 10, 1994, the Board of Trustees approved a new Resolution on Disputed Faculty Personnel Recommendations. That Resolution, with a memorandum from Vice President French, has been distributed to you and will be distributed to the faculty with the Minutes of this meeting.
- (4) Please note that the new Resolution deals only with administrative nonconcurrences. It is our understanding that grievance cases will continue to terminate with the Board of Trustees. With reference to the nonconcurrences and in contrast to the previous Board Resolution, the Faculty Senate and the Administration are now being asked to explore and develop an appropriate process for handling administrative nonconcurrences. The Trustees have, however, eliminated external arbitration as an alternative and asked for a proposal by April 15, 1994.
- (5) The Executive Committee has not yet had the opportunity to fully assess this resolution. It has, however, begun the process with a preliminary discussion with representatives of the Committee on Professional Ethics and Academic Freedom and a representative from the AAUP.
- (6) The Executive Committee is appointing a five-member ad hoc committee to consider and present alternative nonconcurrency processes for discussion at the March Senate meeting. We anticipate that these discussions will then be continued in each school. In preparation for the March meeting, the Executive Committee requests your comments and suggestions, as well as those of colleagues in your respective schools, for in our view the preservation of academic due process is at issue.

#### DISCUSSION

Professor Englander asked if it were not possible for the faculty to consider external arbitration as one of the best methods for handling administrative nonconcurrences even though the Board has excluded this option in its new Resolution. Professor Robinson replied that external arbitration could certainly be an option which the faculty might wish to discuss. The Executive Committee thought it very important that the faculty of the schools explore

many options and that the whole process be the type of democratic one that characterizes academic institutions. She pointed out that there could be a discussion of this matter at the Faculty Assembly, which is upcoming, if the faculty so wished.

Vice President French said that he wished to make some comments. First, he thought Professor Robinson and Professor Johnston made a very full and effective presentation to the Executive Committee of the Board of Trustees. Secondly, with regard to procedures for developing a process for handling administrative nonconcurrences, he said that President Trachtenberg and he have discussed designating two deans to work with the Faculty Senate's ad hoc committee, inasmuch as the deans and the central administration have the same point of view on this matter. In response to Professor Englander's question, Vice President French said that he thought external arbitration would be a very "hard sell" to the Board. Having listened to the discussion of this matter by the Board's Executive Committee, many of whom are attorneys, he said that there seemed to be unanimous conviction on their part that external arbitration would not be a desirable way to go. Vice President French said he reported this to the Senate without comment, just as empirical data, because there seemed to be such strength of feeling on this point among the Trustees.

Professor Englander said that even though the Board has excluded external arbitration as an option, he thought this issue has to be discussed and not simply precluded by the Board's decision.

Vice President French noted that he had prepared a survey for the Executive Committee of the Board of 17 universities to determine how they handled administrative nonconcurrences, and in none of those universities is the Board involved. He said that there are numerous alternative processes in place at other institutions.

Professor Pelzman said he was concerned that the Board presented the Senate with an invitation to develop a set of alternatives within a restricted set of options. On the one side, the Board does not want to participate in nonconcurrences and on the other hand, the Board excludes the possibility of external arbitration, binding or otherwise. At what point, he said, will the Senate get a true picture of the open options which will be acceptable to the Board? Professor Pelzman said it seemed to him that it is to everyone's advantage to have a compromise solution and the only mechanism that he knew that would generate such a compromise solution would be to have everyone, including a Board representative, sitting around the table to discuss it. Given that the administration claims that it is not the representative of the



Board in these discussions, it would be in the interest of all parties to have a member of the Board in these deliberations. That is, of course, unless the administration does in fact speak for the Board, which would make the Board a non-independent agent and superfluous to the process.

Vice President French responded that the Board has asked the Faculty Senate and the Administration to develop a creative way to handle nonconcurrences, excluding only external arbitration, and if the representatives of the faculty and the academic administrators agree on a process that both think is fair and reasonable, the Board will receive that joint report. He said that the Board was not interested in participating in the construction of the new process.

Professor Pelzman said that he viewed this whole matter not so much as a question of who gets to have the last say on nonconcurrences, although that is important, but rather as a first step in a process to alter or amend the Faculty Code. The administration's initial handling of this matter demonstrated a major tactical error. Given that error, it is in the faculty's interest to develop a meaningful process for modifying the Faculty Code, such that future problems between the faculty and administration are avoided. That process should include a dialogue between the Faculty, the Administration, and the Board of Trustees. In the current dynamic environment where the faculty is apprehensive about the administration's true intentions, a dialogue between all the parties in our shared governance is crucial and beneficial to all sides.

Professor Captain asked Vice President French if his survey of other universities was based solely on the question of whether or not the Board of Trustees were involved in the nonconcurrency process, and if external arbitration was included as a part of the survey. Vice President French replied that that survey was made partly by phone and partly by letter. The universities were asked specifically how they handled administrative nonconcurrences with faculty recommendations for promotion and tenure. He said the survey document contains a narrative summary for each institution, and no institution reported that external arbitration was an element in the nonconcurrency process.

Professor Robinson said that she thought the survey data was very useful information, but we have to remember that this University is not in the process of formulating its first system of dealing with nonconcurrences. It has a Faculty Code and a system in place. The question now in the context of the Board's Resolution is what do we do with the current system.





FACULTY SENATE

MEMORANDUM

January 27, 1994

TO: Executive Committee of the Board of Trustees  
FROM: Executive Committee of the Faculty Senate  
RE: Disposition of Disputed Faculty Personnel Decisions

As the Executive Committee of the Faculty Senate, we are pleased to have the opportunity to address a matter of grave concern, which is at the heart of the shared governance system of George Washington University.

We will address the matter of the disposition of disputed faculty personnel decisions first, through a review of the tradition and current system of shared governance at George Washington University; second, through an examination of the faculty's response to the proposed changes; third, through a consideration of the objectives and concerns of each of the three parties (trustees, administration, faculty); and fourth, in the context of the above, by putting forth possible solutions for consideration.

I. TRADITION AND CURRENT SYSTEM OF SHARED GOVERNANCE

For more than half a century the central understanding of faculty with respect to faculty rights and responsibilities has

been expressed in the Faculty Code.<sup>1</sup> Under the Code the faculty is vested with primary decisional authority with respect to faculty personnel matters. (Enclosure: Faculty Code, Sect. IX; Sects. B&E under "Procedures for the Implementation of the Faculty Code) It should be noted that this primary role of the faculty is not unique to George Washington University. It precisely reflects the position taken in the Joint Statement of Government of Colleges and Universities (1966), jointly formulated by the American Council of Education, the Association of Governing Boards of Universities and Colleges, and the American Association of University Professors. The applicable statement is as follows:

Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. . . . Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances for compelling reasons which should be stated in detail. (emphasis supplied)

Accordingly, the process at George Washington University with respect to disputed faculty decisions, specifically nonconcurrences

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<sup>1</sup> The publication of the Faculty Code was authorized by the Board of Trustees in 1937.

and grievances, is as follows. Administration nonconcurrences with departmental recommendations (usually regarding appointment, tenure and promotion) are brought to the Executive Committee of the Faculty Senate. If the recommendations of the latter are not accepted by the Administration, the dispute is carried to the Board of Trustees. Faculty grievances are brought before an elected committee of the Faculty Senate. Their decision is transmitted to the Board of Trustees for final disposition.

The system described has served us well since 1937. Faculty members have, by and large, accepted this internal decision-making process without resort to the courts. Further, the Board of Trustees has generally upheld faculty recommendations. Faculty members have been supportive of the system, specified by the Faculty Code, not only because they had confidence in the fairness and good judgment of their colleagues but because they were also persuaded that, whatever the recommendation of the faculty or administration, they had a final opportunity for a fair and impartial hearing before a neutral group, the Board of Trustees.

It should be mentioned that this system has operated successfully at the expense of faculty members who have contributed days and, in some cases, weeks of their time to the resolution of nonconcurrences and grievances. For example in nonconcurrences the Senate Executive Committee is involved in extensive communications with the Department and Dean prior to the proceedings. It reviews all relevant materials and meets with all of the parties before making its recommendations. In grievance cases the process begins

with discussions between the grievant and members of the Executive Committee. Should this process yield no results, a formal faculty mediator or mediation committee is appointed. Should formal mediation fail, the case comes before an elected faculty Hearing Committee.

Over the last two academic years, seven cases have reached the informal discussion/review level either with the Chair of the Executive Committee or with the entire Committee; five cases have gone to formal mediation; and one case has gone to hearing. Were it not for faculty acceptance and trust in our internal system, some, possibly all of the thirteen cases cited, would have been filed in the courts.

## II. FACULTY RESPONSE TO THE RESOLUTION OF THE BOARD OF TRUSTEES

The faculty response to the Board of Trustees' Resolution of October 28, 1993, was strongly negative. This was based on both process and content. In reference to the process, since the Faculty Code constitutes a three-party contract (trustees, administration, and faculty) any contemplated changes must receive a full and thorough review by all parties. Historically, the accepted procedure for changes to the Faculty Code has been for faculty to initiate them through the Faculty Senate, recommending their implementation through the President to the Board of Trustees. Such changes to the Code are reviewed first by the Committee on Professional Ethics and Academic Freedom (PEAF) and then the full Senate. As in the case of all Senate Committees, officers of the administration serve as ex officio members on the

PEAF Committee. Additionally, the President presides over Faculty Senate meetings and routinely these meetings are attended by members of the administration. Through these monthly meetings any item, problem, and/or contemplated change can be jointly reviewed and discussed by the faculty and the administration. Senate members report back to the colleagues of their respective schools and issues are debated at school meetings, thus providing an opportunity for broad faculty participation.

The Faculty Code is explicitly part of the employment contract between each member of the faculty and the University. It provides for the following:

" . . . A copy of this Code and the Procedures for the implementation of the Faculty Code shall accompany or precede the letter of appointment and shall be considered part of the agreement between the faculty member and the University." (Faculty Code, Sect. IV, A. Appointment, Reappointment, Tenure, and Promotion)

Any changes to the Faculty Code, therefore, must not infringe on vested faculty rights and the terms of the employment contract. Extended discussion within the faculty, as described above, minimizes the likelihood of such infringement. The faculty believes that it is this level of participation that is characterized by the Faculty Code as "shared governance."

In reference to the substance of the Board's Resolution, the faculty response has been uniformly one of great concern, as the proposed change completely alters a system the faculty views as fair and, to date, effective. The removal of the Board of Trustees

as the court of final appeal results in the following:

- It jeopardizes the due process currently inherent in the provisions of the Faculty Code.
- It places the final appeal in the President who would rule on the decisions made by administrators who are his appointees and representatives.
- It promotes an adversarial situation between faculty and administration.
- It promotes mistrust in the system and casts doubt on the likelihood of a fair hearing, especially in nonconcurrences with tenure recommendations.
- It increases the danger of litigation in the context of a very tight academic market.
- It results in a heavy cost to the University in terms of litigation expenses and adverse publicity.
- It functions as a disincentive for faculty, negatively affecting their productivity and attitudes and inevitably has an adverse impact on students of a tuition-driven University.

It might be further noted that the experience of other universities has been that when appeals processes, accepted as adequate by the faculty, do not exist, litigation follows at estimated average costs of \$200,000 to \$250,000 per case.

### III. OBJECTIVES AND CONCERNS

The three groups (trustees, administration and faculty) concerned with future disposition of faculty personnel matters



share the common objective of having a fair and effective system which will discourage external litigation. Each group, in turn, has additional objectives, specific to its role in the three-part shared governance structure.

Members of the Board of Trustees have indicated their desire to avoid the appeals role with reference to disputed faculty personnel decisions for which they feel they are not qualified. However, they presumably wish to continue their positive role of authorizing tenure, promotion, and sabbatical leave.

For its part, the administration wishes to avoid the involvement of the trustees in hearing disputes between administration and the faculty because of its belief that the time and expertise of the Board of Trustees can be put to better use. It would also presumably like to minimize the number of court challenges to University personnel decisions.

The faculty wishes to preserve its contractual right to joint governance of the University in personnel matters. It wishes to protect faculty by assuring that all important disputed personnel decisions will be resolved by a fair, relatively expeditious, and relatively inexpensive means of adjudication. For the faculty, the system must provide for a central role by a neutral decision-maker. The faculty wishes to protect its right to be involved in changes in University procedures which so vitally affect faculty interests and values.

#### IV. POSSIBLE SOLUTIONS FOR CONSIDERATION

There are a number of possible approaches to the handling of

disputed faculty personnel matters. They can be summarized as follows.

One alternative, as expressed in the Faculty Senate Resolution of November 12, 1993, would be for the administration to return to a policy in which faculty recommendations are sustained except in the case of "compelling reasons." This would spare the trustees the bulk of personnel disputes which are now directed to them, as well as be compatible with the Faculty Code procedures governing the faculty's role in personnel matters, which gives the faculty the primary decisional authority. (Enclosure: Faculty Code, Sect. IX; Sects. B&E under "Procedures for Implementation of the Faculty Code").

An alternative to maintaining the status quo ante would be to find a neutral decision-making process acceptable to all three groups.

A process of arbitration was discussed at the November meeting of the Faculty Senate and it was the impression of the faculty that the administration shared its receptivity to exploring this alternative. A system of arbitration appears a promising possible solution which would meet the shared concerns, objectives, and expectations of the three parties. However, it is essential that any system preserve present contractual employment rights of faculty members who also wish to contest personnel decisions and seek a final appeal with the Board of Trustees, regardless of the implementation of a system of arbitration. We believe, however, that the availability of an arbitration alternative would make

appeals to the Board of Trustees and resort to courts quite rare.

Should arbitration be an acceptable alternative, different models of arbitration would need to be investigated. The University is fortunate in having professionals in this area at the National Law Center. The Executive Committee would suggest consultation with an experienced and successful arbitrator who has worked closely and effectively with the administration and the faculty, Professor Charles Craver. Clearly, were this the direction the Board wished to take, the Executive Committee would so report to the Faculty Senate, whose members would, in turn, report to and consult with their respective Schools. Assuming acceptance of one of the various models of arbitration, matters of procedure relating to the current Dispute Resolution Committee and the Executive Committee and their continued involvement in cases of nonconcurrences and grievances would also have to be examined and decisions made accordingly.

While numerous issues need to be examined and resolved, the members of the Executive Committee believe that the arbitration alternative maximizes the opportunity of the administration, trustees, and faculty to achieve most of their objectives while preserving the opportunity for a fair forum to resolve decisions which affect the careers of individual members of the faculty and thus the achievement of the academic mission of the University.

Enclosure

## **IX. Faculty Role in University Decision Making**

A. The regular, active-status faculty shares with the officers of administration the responsibility for effective operation of the departments, schools, and colleges and the University as a whole. In the exercise of this responsibility, the regular, active-status faculty plays a role in decisions on the appointment and promotion of members of the faculty and the appointment of the President, deans, departmental chairs, and other administrative officials with authority over academic matters. The regular, active-status faculty also participates in the formulation of policy and planning decisions affecting the quality of education and life at the University. This participation includes an active role in the development, revision, or elimination of curricular offerings of each department, college, or school. The regular, active-status members of the faculty of a college or school are also entitled to an opportunity to make recommendations on proposals concerning the creation, consolidation, or elimination of departments, institutes, or other academic or research units making up a part of that college or school. The Faculty Senate or an appropriate committee thereof is entitled to an opportunity to make recommendations on proposals concerning the creation, consolidation, or elimination of schools, colleges, or other major components of the University.

B. The faculty cannot perform an effective and responsible role in University decision making without the cooperation of the administrative officers of the University. This cooperation includes the provision of such information as is necessary to the development of sound, well-informed recommendations. Faculty bodies charged with responsibilities for particular policy and planning areas are entitled, to the extent feasible, to be informed sufficiently in advance of important decisions within their areas of competence to be able to provide their advice

or recommendations to the appropriate University officials.

## **X. Rights, Privileges, and Resolution of Disputes Under this Code**

### **A. Rights and Privileges Under This Code**

The rights, privileges, and responsibilities of a faculty member, as conferred by this Code, shall be carefully safeguarded in accordance with the highest accepted principles, practices, and procedures of the academic community. An alleged infringement of such rights or privileges or an alleged violation of such responsibilities shall first be considered by the faculty member or members concerned, or by appropriate representatives of the faculty, in cooperation with the responsible administrative officers. If such consideration does not lead to an adjustment satisfactory to the parties involved, the procedures for the implementation of this Article shall be fully utilized.

### **B. Grievances**

To maintain a grievance, the complaining party must allege that he/she has suffered a substantial injury resulting from a violation of professional rights or privileges concerning academic freedom, tenure, promotion, reappointment, dismissal, or sabbatical or other leave, arising from:

1. Acts of discrimination prohibited by Federal or local law;
2. Failure to follow the Faculty Code, or Faculty Handbook, or other rules, regulations, and procedures established by the University;
3. Arbitrary and capricious University actions; or arbitrary and capricious applications of Federal or local statutes and regulations; or
4. Retaliation for exercise of Code-protected rights.

## **PROCEDURES FOR THE IMPLEMENTATION OF THE FACULTY CODE**

### **A. Governance of Departments, Schools, and Colleges\***

The regular, active-status faculty and tenured, limited-service faculty of each department, school, college, or comparable educational division shall establish written procedures for the governance of that unit.

### **B. Faculty Participation in Action Concerning Faculty Membership**

1. The regular, active-status faculty of each school, college, or comparable educational division shall establish procedures enabling an elected standing committee or committee of the whole to submit its recommendations on the allocation of regular-service, tenure-accruing appointments within that unit.

2. The regular, active-status faculty of the rank of assistant professor or higher of a department or of a nondepartmentalized school or college or comparable educational division shall, subject to such limitations or guidelines as may be established by the faculties of the respective schools or colleges, establish procedures enabling an elected standing committee or a committee of the whole to submit its recommendations for appointments. Recommendations for actions other than appointments concerning instructors, assistant professors, or associate professors shall be determined by the tenured members of the faculty of higher rank or of equal and higher rank, as the faculty may have determined by previously established procedures. Recommendations for actions other than appointments concerning professors shall be determined by tenured members of the rank of professor.

\*In the governance of the Medical Center, all faculty eligible for membership in the Medical Center Faculty Assembly shall be eligible to participate whenever the term "regular" faculty appears in this document.

3. Appointments and actions affecting renewal of appointments, promotion, tenure designation, and termination of service shall normally follow faculty recommendations. Departures from this standard shall be limited to those cases involving compelling reasons. The appropriate administrative officer shall notify the Executive Committee of the Faculty Senate of any departures from faculty recommendations and the compelling reasons therefor. The faculty or the appropriate unit thereof shall also be notified unless the Board of Trustees determines that such notification would be contrary to the best interest of the individual or individuals concerned.

4. Faculty recommendations concurred in by the appropriate administrative officers shall be transmitted by them to the President, who shall transmit them to the Board of Trustees. Variant or nonconcurring recommendations from an administrative officer, together with supporting reasons, shall be sent by that officer to the Executive Committee of the Faculty Senate through the appropriate superior administrative officers. The Executive Committee may seek information and advice and make recommendations to the faculty or the appropriate unit thereof and to the appropriate administrative officers. If concurrence cannot be obtained after opportunity for reconsideration in the light of the recommendations of the Executive Committee, the recommendations of the appropriate administrative officers, accompanied by the recommendation of the faculty and the report of the Executive Committee, shall be transmitted to the Board of Trustees through the President.

### **C. Faculty Consultation and Recommendation in the Selection and Continuance of Academic Administrative Officers**

#### **1. Department Chairs**

The regular, active-status faculty members of a department of the rank of assistant professor



**D. Faculty Participation in Action  
Concerning Curriculum**

The regular, active-status faculty members of the rank of assistant professor and higher of each school or college shall establish procedures for their participation, directly or through elected standing committees, in decisions relating to the addition, revision, or elimination of curricular offerings.

**E. Procedures for Implementation of  
Article X of the Faculty Code**

**1. *Dispute Resolution Committee***

The Faculty Senate shall elect a Dispute Resolution Committee of fifteen tenured, active-status faculty members, no more than three of whom shall be members of the faculty of any one school or college (except that four may be members of the faculty of Columbian College) and none of whom may be serving as academic administrators. The members of the Committee shall serve three-year staggered terms, so that the terms of five of the members shall expire each year. The Faculty Senate shall designate the Chairman of the Committee from among the members of the Committee. Alternate temporary members may be appointed at any time by the Executive Committee to facilitate the dispute resolution procedures.

**2. *Preliminary Proceedings***

a) Before instituting any formal proceedings concerning an alleged violation of the Faculty Code, the aggrieved party or parties shall exhaust all reasonable efforts to achieve a resolution of the situation through informal consultation with the appropriate faculty members and administrative officers.

b) If informal consultation fails to resolve the matter, the aggrieved party shall refer the dispute to the Faculty Senate by means of a letter addressed to the Chairman of the Executive Committee. The Executive Committee, once it has made its own determination that all reason-

able efforts to achieve a resolution through informal consultation have been exhausted, shall appoint either a special mediator or a special mediation committee of three members, none of whom shall be members of the Dispute Resolution Committee; and this mediator or mediation committee shall conduct an informal investigation of the matter and attempt to effect expeditiously a mutually satisfactory resolution. The appointment shall be recorded in the minutes of the Faculty Senate.

c) The special mediator or mediation committee shall report to the Executive Committee, with copies to the parties, only that a mutually satisfactory solution has been achieved, in which case the report should set forth the basis of the settlement, or that it has been concluded that further efforts at mediation would be futile.

**3. *Formal Proceedings***

**a) Commencement of Proceedings**

1) If the preliminary proceedings do not result in a mutually satisfactory resolution of the dispute, any party to the dispute may commence formal proceedings by means of a complaint addressed to the Chairman of the Dispute Resolution Committee, with copies sent to the Chairman of the Executive Committee of the Faculty Senate and the other party or parties.

2) The complaint shall set forth with particularity the nature of the dispute, specifying the rights or privileges under the Faculty Code alleged to have been violated, the specific act or acts alleged to constitute the violation, the identity of the remedy sought, and the reasons alleged to justify the remedy. No grievance may be maintained on the basis of error that did not affect the substantial rights of the complainant.

3) Within twenty calendar days of the receipt of the complaint, the other party or parties to the dispute shall reply in writing, sending copies of the reply to the Chairman of the Dispute Resolution Committee, the Chairman of the Ex-



ecutive Committee of the Faculty Senate, and the complaining party or parties. The reply shall set forth with particularity the position of the replying party or parties with respect to each allegation of the complaint.

b) Hearing Committee and Hearing Officer

1) Upon receipt of the complaint and reply, the Chairman of the Dispute Resolution Committee shall, with the advice of the Executive Committee of the Faculty Senate, appoint a Hearing Committee of three members from among the members of the Dispute Resolution Committee, and a presiding Hearing Officer from a panel of names previously approved by the Executive Committee. The Hearing Officers shall be chosen from among University personnel of appropriate experience and training but need not be attorneys. The role of the Hearing Officer throughout these procedures is to assure an orderly, expeditious, and relevant hearing; to assure the development of a complete, fair, and reliable record; and to advise the Hearing Committee as to issues of substance and procedure. The Hearing Committee may request the replacement of the Hearing Officer at any time.

2) No member of the same department as a party shall sit on the Hearing Committee. Any party to a dispute may disqualify one member of the Hearing Committee by peremptory challenge. Any party may also seek to disqualify any member of the Hearing Committee for cause. The Dispute Resolution Committee shall hear and decide any challenges for cause. The Chairman of the Dispute Resolution Committee shall, from among the remaining members of the Dispute Resolution Committee, fill any vacancies on the Hearing Committee created by challenges.

3) When all challenges have been decided and vacancies filled, and as soon as reasonably possible after receipt of respondent's reply, the Chairman of the Dispute Resolution Committee shall convene the Hearing Committee to review the

complaint. If a majority of the Hearing Committee, after an opportunity for informal argument by the parties, finds that the complaint does not allege facts sufficient to state a grievance under the Code, or that the complaint is based upon evidence or allegations substantially the same as those that have been previously heard and decided, or that could have been presented in a previous hearing, the complaint shall be automatically referred to the Dispute Resolution Committee for consideration at the earliest reasonable time. If a majority of the Dispute Resolution Committee concludes that for any of the reasons set out in this section a hearing is not warranted, the complaint shall be dismissed, in whole or in part, and the matters dismissed deemed closed.

4) On the determination that a hearing is warranted, the Hearing Committee shall be convened by the presiding Hearing Officer and shall establish a schedule for the hearing.

5) All three members of the Committee shall be present during the hearings and deliberations of the Committee, except that the presence of one of them during part of the proceedings may be waived by agreement of the parties.

6) It shall be the duty of the Hearing Officer to convene promptly the meetings of the Hearing Committee and to preside; to assure the expeditious disposition of the case; to rule on all questions of substance or procedure necessary to the conduct of the hearing, subject to being overridden by a majority vote of the Hearing Committee; to ask questions and to control the development of testimony and of evidence in the record as deemed appropriate; to prepare a draft opinion for the use of the Hearing Committee; and to advise the Hearing Committee in its deliberations on questions of substance and procedure. The Hearing Officer does not vote on the ultimate questions of fact, substance, procedure, or policy, as these are acted upon by the Hearing Committee. The Hearing Officer signs

dispositive orders of the Hearing Committee only to authenticate them.

7) Members of hearing committees, members of the Dispute Resolution Committee, and the parties shall avoid ex-parte communications bearing on the substance of the dispute.

c) Procedure for Hearings

1) The parties to the proceedings shall be entitled to appear in person and to be represented by counsel or other adviser.

2) A grievance procedure is not a formal judicial proceeding. Its purpose is to provide a fair evaluation of the allegation that a right or a privilege has been violated. In order to achieve that end, the Hearing Committee shall have authority to call any material witness who is a member of the University faculty, administration, or staff, and also any other person who is willing to testify; to question parties and witnesses; to exclude matters it deems irrelevant; and to place reasonable limits on arguments, the presentation of evidence, and the questioning of witnesses by the parties. The University will make a reasonable effort to facilitate the appearance of witnesses.

3) The procedure at the hearings shall be informal but shall comply with the requirements of fairness to the parties. The Hearing Committee is not required to comply with rules of evidence applicable in courts of law and may receive any relevant evidence that is not privileged. The Hearing Committee may decline to consider evidence when its probative value is outweighed by considerations of unfair prejudice, confusion of the issues, undue delay, waste of time, or needless presentation of cumulative evidence. The parties shall be entitled to testify on their own behalf; to call as material witnesses any member of the University faculty, administration, or staff and any other person who is willing to testify; to present written and other evidence; and to cross-examine witnesses called by other parties. A party shall be entitled

to inspect and copy, in advance of the hearing, any relevant documents in the control of the other party and not privileged, and may offer such documents or excerpts therefrom in evidence. The University will make a reasonable effort to facilitate the appearance of witnesses.

4) The parties shall be entitled to present opening and closing statements.

5) A stenographic record of the hearings shall be made and one copy, which shall be available to all parties, kept on file by the University.

6) The hearings shall be open to the public unless, on the motion of a party or the Hearing Committee, the Hearing Committee shall determine that it is in the best interest of the University and the parties that the hearings be closed.

7) At the conclusion of the presentation of evidence and argument from both sides, the Committee shall deliberate and reach a decision in closed session. In rendering its decision, the Hearing Committee shall not substitute its judgment for that of the maker of the decision being challenged, but rather it shall determine whether the grievant has established by clear and convincing evidence that he/she has suffered a substantial injury resulting from: 1) acts of discrimination prohibited by Federal or local law; 2) the decision-maker's failure to follow the Faculty Code, or Faculty Handbook, or other rules, regulations, and procedures established by the University; 3) arbitrary and capricious University actions, or arbitrary and capricious applications of Federal or local statutes and regulations; or 4) retaliation for exercise of Code-protected rights.

8) The Hearing Committee shall render its findings and recommendations in a written report that shall state the number of members subscribing to the report and shall include dissenting opinions, if any. This report shall be submitted to the Chairman of the Executive Committee of the Faculty Senate, and copies shall be transmitted to the parties and to the

Chairman of the Dispute Resolution Committee.

9) The hearing procedures shall be concluded and the Hearing Committee's findings and recommendations shall be rendered as soon as practicable.

#### *4. Appeals*

a) Any party may appeal the decision of the Hearing Committee by filing a notice of appeal with the Chairman of the Dispute Resolution Committee and sending copies thereof to the Chairman of the Executive Committee of the Faculty Senate and to the other parties. The notice of appeal must be filed within ten calendar days of the receipt of the decision of the Hearing Committee.

b) An appeal shall be heard by members of the Dispute Resolution Committee who were not members of the Hearing Committee, provided that members of the Dispute Resolution Committee who were disqualified from sitting as members of the Hearing Committee and members of the same department as any of the parties shall not participate in the hearings of the appeal. A quorum for hearing an appeal shall be two-thirds of those members of the Dispute Resolution Committee eligible under the terms of this section.

c) The parties to an appeal shall be entitled to present written and oral argument. However, evidence not introduced in the hearing may not be considered on appeal.

d) The Dispute Resolution Committee shall decide by majority vote and render an opinion in writing, sustaining, modifying, or remanding the decision of the Hearing Committee. Copies of the opinion shall be transmitted to the parties and the Chairman of the Executive Committee of the Faculty Senate.

#### *5. Disposition*

When the time for filing an appeal has expired without an appeal having been commenced, or when the appeal process has been completed and a final decision has been rendered, the record of

the case, including the decisions of the Hearing Committee and the Dispute Resolution Committee, shall be transmitted to the President and the Board of Trustees for final disposition.

#### **F. Procedures for the Dismissal of a Faculty Member for Adequate Cause**

##### *1. Commencement of Proceedings*

a) Proceedings to dismiss a tenured faculty member for adequate cause may be commenced by a complaint, addressed to the Chairman of the Dispute Resolution Committee, signed by the Vice President for Academic Affairs and either the dean or the department chairman who has administrative responsibility for the faculty member concerned. The complaint shall set forth the grounds alleged to constitute adequate cause for dismissal. A copy of the complaint shall be delivered in hand to the faculty member concerned or shall be sent by registered mail to the faculty member's residence. A copy of the complaint shall also be sent to the Chairman of the Executive Committee of the Faculty Senate.

b) Proceedings may also be commenced by a petition, setting forth the grounds alleged to constitute adequate cause for dismissal and signed by a majority of the tenured faculty of the school or college of the faculty member concerned, or by twenty tenured members of that faculty, whichever is the lesser. A copy of the executed petition shall be delivered in hand to the faculty member concerned or sent by registered mail to his residence. Copies shall also be sent to the Chairman of the Dispute Resolution Committee, the Chairman of the Executive Committee of the Faculty Senate, and the Vice President for Academic Affairs.

c) Within twenty calendar days of the receipt of the complaint, the faculty member concerned shall reply in writing, sending copies of the reply to the Chairman of the Dispute Resolution Committee, the Chairman of the Executive Committee of the Faculty Senate, and the Vice President

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# Space Utilization Study

## Executive Summary

**Note:**

*This is a planning document that has identified target dates for implementation. It is a dynamic plan by nature and will require change and flexibility due to programming constraints. The dates may change as a result of planning, programming, permitting, and construction sequencing requirements. Other program moves are being discussed by the Deans and could affect the occupancy phasing plan and related dates. The Space Utilization Study was completed in April, 1993.*

## Preface

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The amount and suitability of existing facility space on campus directly affects the ability and quality of educational services provided. The decision to construct or acquire new buildings or to remodel existing facility space represents a major, long-term financial commitment and can affect program offerings for a significant period of time.

This study analyzed space on campus with the following objectives:

*Wholeness of a department*

Departments are scattered across the campus, among buildings, across campus or off-campus completely. Unification of these elements was given high priority to improve inter-department functional relationships. Further, the five year occupancy plan was developed and places wholeness of the departments has a high priority.

*Identity for the Schools*

The relocation and adaptation of space on campus and one of the objectives of the study was to create an identity for the schools at GW. This is accomplished through a series of relocations that offer "whole" buildings to each school. See the "Occupancy Plan Summary by School".

*Identity for distinct programs*

Outside funding for programs is a significant opportunity for many departmental groups at GW. The ability to create and manage these opportunities is directly related to the ability to realize space for the funded programs. Further, due to the high profile of these distinct programs, creating an identity and a suitable operational environment is necessary.

*Recapture under-utilized space*

Disparity exists between current departments' space needs and use. Some departments have adequate space, others do not. The study addresses programmatic requirements and attempts to relocate departments into space more appropriate for their required functions. The distribution and reallocation of space based on programmatic need should be analyzed for each move in relation to acceptability of space versus use.

*Recapture library space*

The departmental locations created during the rapid growth at GW has impacted the library in general. Space that once was available for future library expansion was given over to academic departments. Growth in the library continued without the ability to regain that space given over to academic functions. The study addresses the need to give back two floors of Gelman Library to stack space. This 28% increase in library stack space will allow needed expansion space that would serve GW's library needs well into the next decade.

*Non-academic functions to appropriate space off-campus*

Facility space on campus is a scarce resource. Due to this, GW has leased space off-campus for departments that required space greater than that available on campus. Off-campus departments are often adversely affected by lease space costs, distance from the campus, and not being a part of the campus fabric.

Additionally, some administrative and support functions are located on campus in space that is unsuitable for administrative activities. These groups would benefit from an off-campus location because of the flexibility of lease space and the availability of more appropriate space. These two factors and the static nature of the administrative units would create an opportunity to reduce off-campus occupancy costs. Further, administrative and support functions can usually operated off-campus more effectively than academic units.

*Increase classroom utilization*

Efficiency of use for the classrooms on campus needs improvement. This was a key issue of the study. The 4.5-day academic schedule causes a comparatively low classroom use rate. Several recommendations are made in the study to increase the utilization rate for classrooms. These include increasing the number of classrooms, the continued upgrade of existing classroom space and increasing the number of class sections during non-peak periods.



## Introduction

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This is an Executive Summary of the Space Utilization Study now in progress. The overview explains the purpose, steps, key findings and initial recommendations of the study, which will be final at the end of April 1993. The study is bound into five volumes:

- |                    |   |
|--------------------|---|
| Volume I           | Findings and Conclusions                      |
| <i>Volume II</i>   | Interview Notes Summary and Space Tabulations |
| <i>Volume IIIA</i> | Database Reports                              |
| <i>Volume IIIB</i> | Database Reports                              |
| <i>Volume IV</i>   | Classroom Utilization                         |

## Table of Contents

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<b>1.0</b>	<b>Background of Study</b>	<b>1</b>
1.1	Study Purpose	1
1.2	Study Process	2
<b>2.0</b>	<b>Key Issues and Findings</b>	<b>3</b>
2.1	Space Inventory	3
	Classrooms	
	Class Laboratories	
	Academic and Administrative Office Space	
	Student Services	
	Libraries	
	Future Inventory	
2.2	Space Utilization	7
2.3	Quality of Space Factors	9
2.4	Adjacencies	10
2.5	Determining Space Requirements	12
<b>3.0</b>	<b>Conclusions and Recommendations</b>	<b>13</b>
3.1	Proposed Occupancy Plan	15
	Space Allocation - Occupancy Plan	
3.2	Migration Plan	16
	Migration Plan Summary by School	
	Migration Plan Summary by Action/Move	
	Detailed Migration Plan by Building	
3.3	Detailed Migration Plan by Building	21

## 1.0 Background of Study

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Facilities and space are valuable university resources. Acquiring or constructing building space represents a major, long-term financial commitment that affects academic program offerings. At The George Washington University (GW)--located in a prime area of Washington, D.C. on some of the nation's most expensive real estate--these issues are pronounced.

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### 1.1 Study Purpose

Recognizing the importance of its real estate assets and the impact on facility operations budgets, in May 1991, the University set three broad objectives to better understand and manage existing space:

- Create tools and processes for transforming existing space and facility information into inventory and assignment systems that could be compared, shared and replicated.
- Identify under-used campus space that could meet other immediate needs.
- Analyze current needs and future conditions, develop a long-range occupancy plan, and develop a strategy (budget and schedule) to implement this plan in logical steps over five years.

To achieve these objectives, GW commissioned 3DI, in association with Ira Fink and Associates, to undertake a multiple-step space utilization analysis to:

- Obtain information on the use and usefulness of space to satisfy current and future educational needs.
- Assess existing space, identifying current condition and use.
- Analyze needs and recommend facility changes to improve the use of instructional space, accommodate growth or shifts in enrollment, and improve interdepartmental and intradepartmental adjacencies.

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## 1.2 Study Process

During the Space Utilization Study, the following activities were completed:

### **Performed facilities survey and developed facilities database**

The team restructured GW's existing facilities database to record the results of these primary tasks:

- Conducted a room-use survey of academic (classrooms, class labs, instructional offices and research space) and administrative rooms in 48 buildings and leased space.
- Visually surveyed and assessed the physical conditions of interior spaces.

### **Performed campus-wide needs assessment**

This work involved research and field analysis of needs at the Foggy Bottom campus, including the following:

- GW deans and vice presidents were interviewed to identify university goals, trends, general space needs, and adjacency requirements.
- Conducted 100 in-depth interviews with department chairs and selected administrative, library staff, and student service unit heads to define trends and function, organization, staffing, space needs and adjacency requirements.
- Performed a use study of 150 classrooms and 110 class laboratories. The study recorded and analyzed patterns of use for the fall 1991 semester by hour and day of week.
- Developed a listing of requested physical adjacencies among academic and administrative units.

### **Developed planning alternatives and recommendations**

During this analysis phase a number of products were developed:

- Occupancy plan options that balance GW space needs and resources.
- A preferred, two-phase occupancy plan.
- A migration plan, with annual budgets and schedule through fiscal year 1998, illustrating interim moves of academic departments, administrative units and student service units by floor within buildings.

## 2.0 Key Issues and Findings

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This section addresses the approach and the following issues were examined during the study process:

- Current space inventory and anticipated inventory of new campus space, and the assignment of space to different functions are addressed.
- Utilization of classroom and class laboratory space.
- Quality of space, in terms of usefulness and general condition.
- Desired adjacencies of departments as based on information obtained from interviews.
- Methods for determining current and future space needs by department.

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### 2.1 Space Inventory

An early step in the study was to confirm the amount of gross and usable space available on the GW campus and how it is currently assigned.

Academic and administrative spaces at the GW Foggy Bottom campus encompass about 2.65 million gross square feet, excluding residential space and the GW Medical Center. Of this

- 1.59 million square feet (59 percent of the total gross area) is assigned to academic, administrative and support activities; and
- 1.06 million square feet (41 percent of the total gross area) is unassignable space. This is composed of circulation, including hallways, stairs, elevators; building structure, including columns, walls and interior partitions; and mechanical rooms and vertical duct space.

Specified uses were analyzed within GW's total space inventory to understand the distribution of space assignments. Of the 1.59 million square feet assigned to academic use, 1.3 million is for classroom space, class labs, study labs, research, academic offices, study space, special-use space, general-use space and support space (see Volume 11, Interview Notes and Space Tabulations).

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## Classrooms

Classroom space now totals about 128,000 assignable square feet, or 8 percent of total assignable square footage inventory.

<u>Assignment of Classroom Space</u>	<u>Area</u>
<i>School of Medicine</i>	17,000
<i>National Law Center</i>	22,000
<i>GW Registrar's Office</i> <i>(General assignment classrooms)</i>	76,000
<b>Total Classroom Space</b>	<b>128,000</b>

*Note: Area is in Assignable Square Feet (ASF)*

There is no national data on campus space use. The amount considered normal by facility planners is upward of 10 percent of assignable square footage to classroom use.

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## Class Laboratories

At GW, class laboratories and related service areas total about 113,000 assignable square feet. This is slightly less than 7 percent of the 1.59 million square feet of academic space in GW's facilities inventory. When the School of Medicine class lab space is excluded, this declines to 83,000 square feet or about 5 percent of the total academic space.

Class laboratories include science laboratories, as well as language, art and drawing, and computer laboratories. These class-lab types can be grouped into two areas--dry labs and wet labs--based on the plumbing, electrical and mechanical services that support them.

### *Dry Laboratories*

Dry laboratories include class laboratory space in art, language, computers, music, psychology, planning, and teacher preparation. These comprise 91,000 square feet, or about 6 percent of total academic area. In such dry labs, the physical space, including furniture and fixtures, tend to have longer life spans than in wet labs. Even though these dry labs generally are dedicated to each department, in some instances they are similar in size or shape to general-assignment classrooms.



### *Wet Laboratories*

Less than 22,000 square feet, or just over 1 percent, of the GW academic facility inventory is traditional wet laboratories. Some of these spaces, particularly in chemistry, have and will continue to be upgraded and renovated. Many other laboratories, particularly in geology, physics and forensic science, have not yet been upgraded or renovated. These will be renovated as part of an ongoing classroom and laboratory upgrade program begun two years ago.

### *Assigning Class Lab Space*

In contrast to classroom space, which is held by the Registrar for campus-wide central assignment, class laboratory space generally is dedicated to a particular academic program or department. The Columbian College, including the Graduate School of Arts and Science, (64,000 square feet of class labs), and the School of Education and Human Development (18,000 square feet of class labs) are the largest units with class lab space.

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## **Academic and Administrative Office Space**

Academic and administrative offices are GW's largest block of assignable space. About 450,000 square feet, or 28 percent of total assignable inventory, is devoted to office and office-related service space, including conference rooms.

GW's use of office space is summarized by assignment types.\*

Office type	Room type code	No. of Room	Floor area (ASF)	No. of station	Floor area/ station (ASF)
<i>Administrative</i>	310	745	148,000	1,048	114
<i>Faculty</i>	312	740	110,000	1,089	101
<i>Academic Administrative</i>	311	410	89,000	836	107
<i>Graduate Teaching Asst.</i>	313	95	16,000	221	73
<i>Conference</i>	350	95	31,000	N/A	N/A

**Conference rooms** - Conference room space is coveted on university campuses. According to the space inventory, the average conference room is 330 square feet. Of conference room spaces at GW, half are assigned to administrative

activities, half to academic units. Because not all academic units have conference rooms, there is a need to make available more conference rooms.

\* *Faculty space includes part-time faculty members.*

**Office distribution by size** - Historically a private office space 110 to 130 square feet is needed for a desk, chair, file cabinet, bookshelves and seat. Today with personal computers, offices are increasing in size. The GW campus has evolved over time and occupied a variety of buildings resulting a wide range of office sizes. Among administrative offices, 21 percent are less than 100 square feet, while 43 percent are greater than 150 square feet. Among faculty offices, 8 percent are under 100 square feet, while 35 percent contain 150 square feet or more.

## Planning Standards

### University Office Space Planning Standards

	WICHE Standard	GW Average	GW Proposed Standard
<i>Dean</i>	180-270	280-340	as needed (2)
<i>Chair, Dept. Head</i>	180	180-280	150
<i>One-person Faculty Office</i>	130	148 (3)	125
<i>One-person Faculty Open Office (systems furniture)</i>	---	---	115 (5)
<i>Two-person Office (4)</i>	180	101	160
<i>Secretarial Space</i>	90	70-100	80
<i>Graduate Students (per station)</i>	50	73	48/50
<i>Secretarial Open Office</i>	---	---	60 (5)
<i>Conference Rooms</i>	---	330	330
<i>Unassigned space for Circulation (toilets, mechanical)</i>	---	16-21 %	16 % (ASF)

- (1) Numbers represent assignable square feet (ASF).
- (2) Space for the Dean is generally fixed and established.
- (3) Larger offices in the law school weight the averages higher.
- (4) Shared offices may be staggered scheduled to minimize the concurrent faculty occupancy of the room.
- (5) Open office systems furniture generally requires less square feet, thus generating more assignable area as well as design engineering benefits.
- (6) Additional assignable square footage (ASF) area shall be allocated for circulation space and common areas when designing space layouts.

**Graduate teaching assistant/part-time faculty offices -**

With much of GW's instructional load handled by part-time faculty, the amount of office space assigned to graduate teaching assistants (GTAs), is relatively small. Because many part-time faculty advise and teach, it is important to consider providing shared office space for part-time faculty.

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**Student Services**

Traditional student services--which include dean of students, financial aid, multi-cultural services and housing services--are staff intensive. At GW, student services take on a broader function than at most higher education institutions, and include undergraduate admissions and admission-related functions. From the interviews, it was determined that additional space is needed and has been incorporated in the Occupancy Plan.

With the exception of the athletics and recreation programs, most GW student services are located in the Marvin Center, with some components in Rice Hall, the Academic Center, and individual townhouses.

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## Libraries

GW has a central library serving The Columbian College, School of Business and Public Management, Engineering and Applied Science, and Education and Human Development. There are also two libraries that serve Law and Medicine, and a satellite library at the Virginia campus.

The central library is housed primarily in the Gelman Library Building; although the 6th and 7th floors have non-library uses. The library primarily needs more stack space. Library staff indicates that the Gelman Library could handle GW's library needs for the next 20 to 30 years if the 6th and 7th floors were regained for library use.

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## Future Inventory

GW plans to add the following new space to inventory.

Building name	Additional ASF	Source	Intended Use
<i>University Inn</i>	17,000	acquisition	SEHD
<i>WETA</i>	40,000	new construction	NCCS
<i>Marvin Center</i>	49,350	addition	Student Services
<i>Health/Wellness Ctr.</i>	118,000	new construction	Recreation

The University Inn will be the first new space ready for occupancy. Relocating SEHD into the University Inn will create space in other buildings by February 1994. Moving the National Center for Communication Studies to the WETA Building will free space in the Academic Center. Adding space in the Smith Center and the new Wellness Center will benefit student services, academic, and medical departments. The Marvin Center addition will release nearly 10,000 square feet in Rice Hall and the Academic Center, and an additional 39,000 square feet of conference, student service, and academic space.

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## 2.2 Space Utilization

The space utilization analysis focused on classrooms and class labs based on Registrar data for Fall 1991. To determine use rates, the following steps occurred:

- Gathered and tabulated GW scheduling data;
- Identified and analyzed use patterns; and
- Compared classroom and class lab inventory (in terms of the number and capacity of available seats) to demand for classrooms and class labs.

The detailed space utilization analysis is contained in Volumes IIIA and IIIB, Database Reports and Volume IV, Classroom Utilization.

**Data tabulation** - Space use data was tabulated in 15-minute increments, Method A, for each room by day of week and time of day, from 6:00 a.m. to 12:00 a.m. These increments reflect GW's room-scheduling practices. Method B was used for a more detailed use analysis. The data was derived from GW room-scheduling records.

**Room occupancy** - A room is considered occupied if one or more people are scheduled to use it.

**Room utilization** - Because room utilization compares the number of seats to total available during a defined period, a 20-seat classroom with one occupant is 5 percent utilized for a one-hour class. Due to this distinction, room utilization is more representative of facility service than room occupancy.

**Utilization analysis - Method A** - Classroom and class lab utilization rates were computed in 15-minute increments from 8 a.m. to 10 p.m., Monday through Friday. This method results in the availability of each room for 70 hours per week, which produces low mean average utilization rates for classrooms and class labs.

Classrooms are utilized, using this approach, between 15 and 20 percent. Class lab utilization rates vary between 10 and 15 percent. But the utilization rates using this approach are not considered reasonable measurements because a) room use data in non-peak brackets of instruction dilute the real use patterns when rooms are fully scheduled, and b) the 4.5 day instruction week significantly lowers overall utilization rates.

A desirable maximum classroom utilization rate is 67 percent, and 80 percent for class labs, based on normal university



planning standards. To provide a more accurate picture of room use rates, an alternative analysis method was formulated.

**Utilization analysis - Method B** - This analysis approach only concentrates on occupied rooms during the three periods of highest use, versus the entire 14-hour day. Although they are not precise utilization rates, this method is more representative of utilization patterns than the pure data. Examination of the occupied room data results in utilization rates of approximately 42 to 55 percent for classrooms. In addition, utilization of classrooms by hour of day and day of week show trends in the utilization rates falling off on Fridays with peaks on other days, typically around 11:00 a.m. and 5:00 p.m.

But in contrast, utilization rates of class labs vary from 32 to 89 percent. This wide range is caused by the uneven distribution of occupancy between each four-hour time increment.

**High-capacity rooms with small classes** - A comparison between the demand and availability of classroom resources for the number of seats and seat-hours in 10-seat room capacity increments shows two patterns:

1. The total number of seats available is approximately double the current demand.
2. Classes are shifted into higher capacity rooms than those required by approximately a 20-seat margin.

While this mismatch reduces the already low utilization rate for those classrooms and greatly impacts the overall results, it does provide flexibility in the classrooms to accommodate different teaching styles and needed privacy during examinations.

**Smaller classrooms are the highest used** - In general, smaller capacity rooms are more heavily used than larger classrooms. This is consistent with classes being shifted to larger classrooms because the smaller rooms are generally occupied during high-demand periods. In addition, the analysis of utilization rates by day of week versus time increments shows a reduction in use toward the end of the week and end of the day.

**Smaller class labs are the highest used** - As with classrooms, smaller capacity rooms are more heavily used which are in greater demand from 12:00 p.m. to 4:00 p.m. The highest use is in class labs with 1 to 21 stations from 8:00 a.m. to 12:00 p.m. As the week progresses, this high rate of use clearly decreases during early time periods, but increases from 12:00 p.m. to 4:00 p.m.

**Combined classroom and class lab analysis** - Classroom utilization is highest in rooms between 1 and 51 stations, with a rate plateau between capacities of 61 and 151 stations. Class lab utilization is highest for rooms between 1 and 21 stations but are much lower for rooms with 21 to 61 station capacities.

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## 2.3 Quality of Space Factors

The Facility Survey was a room-use survey and visual assessment of the interior conditions in 48 campus buildings as part of the Space Utilization Study. The work performed included:

- Visually assessed interior conditions using consistent evaluation procedures.
- Established an order-of-magnitude cost estimate for renovating interior space to an acceptable standard (survey excluded building exterior, roofs, corridors, mechanical rooms, toilets and other common space).
- Determination of renovation budget estimates for the facilities database and Migration Plan budgets.

Inspections primarily were performed during summer 1992, with remaining work inspected during fall classes. The inspections were visual.

During the interviews and building field surveys, several historical factors surfaced that affect the Foggy Bottom campus's quality of space:

**Building age** - Acquisition dates for campus buildings range from 1922 to 1985. Of the academic facility inventory, 55 percent were built or acquired before 1950. During the university's intensive growth period from 1950 to 1980, 27 percent of the building inventory was added. Another 18 percent has been added since 1980. A building's age has a major impact on renovation costs. Correcting accessibility and building safety regulation deficiencies, outdated mechanical and electrical systems, and use of inflexible structural systems all increase renovation costs.

**Interior configuration** - Facilities must be flexible to meet fluctuating student program demand, changes in methods of educational services, and facilities requirements. Townhouses and smaller academic buildings offer little flexibility to accommodate a variety of uses.

**Appropriateness of assigned space for activities** - As programs grow, decline or are added, a re-allocation or reassignment of space is needed. Facility limitations may prevent expanding or renovating to accommodate special requirements. Financial limitations may preclude new construction or excessively restrict renovation.

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## 2.4 Adjacencies

After interviews with GW's 65 academic departments, 13 were identified for further analysis because of specific concerns. Here are the problems most typical among departments as identified during interviews with department heads and during the field survey:

- Severely cramped space.
- Space fragmented on various floors and buildings.
- Space that provides little, if any, departmental identity.
- Traditional adjacencies have evolved with academic policy.
- Space has not been released and reassigned to units with more pressing needs.
- Independently controlled space was geerally found to be less efficiently used than centrally controlled space; this is especially true in townhouses.

In the table below, we have summarized the Key Findings identified during the follow-up interviews. A more complete record of the results are in Volume II, Interviews Notes Summary and Space Tabulations.

Department	Key Findings
<i>Accountancy</i>	Scattered over various buildings
<i>Anthropology</i>	Scattered in programmatically poor spaces, including Building V
<i>Economics</i>	Split in Fungler and Academic Center
<i>Electrical Engineering and Computer Sciences</i>	Programmatically adequate but with scattered lease space
<i>Engineering Management</i>	Located in Gelman Library
<i>English</i>	Scattered over three floors in two buildings. Many shared offices

<i>Geology</i>	Surplus of poorly configured space
<i>History</i>	Separated in two buildings
<i>International Business</i>	Facility space improvements
<i>Management Science</i>	Partially on two floors in Monroe
<i>Physics</i>	Replace Building V space
<i>Political Science</i>	Office space scattered over campus
<i>Urban Planning and Real Estate Development</i>	Academic program reassignment and consolidation

The principal finding from the interviews was that wholeness of a department is more important than proximity to another department. This statement typifies our findings in analyzing desired physical adjacency relationships. Although interviewees identified some desired interdepartmental adjacency relationships, departmental wholeness was significantly more important.

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## 2.5 Determining Space Requirements

Publicly funded universities often use space standards and entitlement formulas developed to measure a university's facility requirements, create equity among units, and help allocate resources. These standards and formulas are for broad planning purposes; rarely are they effective in determining a department's specific room requirements or its need for new space, renovated space, or re-allocated facilities.

**For preparing space-needs programs** - Preparing space-needs programs for new construction is a straightforward computation because it is not subject to an existing building's physical limitations. Renovations, however, demand code requirements, have physical limitations, and require the temporary relocation of users and occupants while work is underway.

The most difficult space decisions an institution faces are those that involve reallocating departmental space. Re-allocation involves identifying under-used space and substantial programmatic evaluation.

**GW space requirements** - As previously stated, standards and formulas are for broad planning purposes. At private universities, space standards are rarely identified. But both public and private universities develop space size standards for use within an individual department assist in defining needs for

new space, renovation of existing space, or re-allocation of facilities.

**Computer-aided planning tool** - The computer-aided planning tool includes four area requirements models that generate area requirements for classrooms, class laboratories, research laboratories and faculty offices.

These space requirements are expressed as aggregate space allotments by department. The models are based on formulas for each space type and on values entered in the formulas. The effects of different values can be determined based on number of students, contact hours, and days and hours available for instruction (see Volume II, Interview Notes and Space Tabulations for formulas)



### 3.0 Conclusions and Recommendations

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Throughout the study process, and especially during the interviews, a number of key issues were identified. This section summarizes conclusions and recommendations related to the findings.

	Conclusions	Recommendations
<i>Space Management</i>	The high cost of real estate and limited resources for facility expansion cause the University to be proactive in how it assigns space and manages its costs.	Given the scarcity and cost of space, decisions on space assignments should continue to be managed centrally in the University.
<i>Wholeness of a department</i>	Departments are scattered across the campus, among buildings and in some cases off campus. Unifying these departments was the highest priority of the faculty. This preference ranks higher than the need to be adjacent to other departments or requests for additional space.	An Occupancy Plan has been developed and places this need as its highest priority. The planning of all future migrations should be direct toward this objective.

*Space  
Occupancy and  
use*

Disparity exists between current departments' space needs and use. Some departments have adequate space, others do not. In particular, laboratory space for anthropology, geology and other science units needs to be reviewed. The University, for the past 2 years, has made a commitment to renovate existing lab facilities and it expects to continue these renovations into the near future.

The proposed Occupancy Plan addresses programmatic requirements and attempts to relocate departments into space more appropriate for the required functions. Further efforts will be directed to provide additional lab space within current facilities, and to continue the current lab renovation program.

*Classroom  
Utilization*

GW's 4.5-day academic schedule causes a comparatively low classroom-use rate. Efficiency of use can be improved.

a) Larger class enrollments should be considered to increase utilization of classrooms.

b) Increase the number of class sections scheduled during non-peak periods.

Off-campus departments are often adversely affected by leased space costs and distance from the off-campus location to the campus.

*Off-campus  
space*

Off-campus departments are adversely affected by leased space costs and distance from the off-campus location to the campus.

Administrative and support functions can usually operate off-campus more effectively than academic units. These should be moved off campus. Some off-campus moves of administrative units are addressed in the Occupancy and Migration Plans.

*Part-time  
faculty offices*

A high number of part-time faculty is required for the long academic day, especially faculty for evening classes. Office space, although important to part-time faculty, has great cost implications to the University.

A part-time faculty shared office strategy could be examined for future occupancy action.

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### 3.1 Proposed Occupancy Plan

The Occupancy Plan addresses the recommendations above. The plan can be achieved with most departments moving only once, but requires some temporary moves into swing or temporary space. Each move is designed to improve interdepartmental adjacencies, or wholeness, and increase efficient use of space. This plan should be considered a conceptual framework subject to refinement over a five-year migration period.

There are tradeoffs in the plan. Not all issues have been solved, but the Occupancy Plan includes modifications to 14 of the 48 buildings addressed in the Space Utilization Study. Opportunities will still exist to make departments whole as vacated space creates additional options.

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#### Process

Feasibility studies are needed for each area impacted by the Occupancy Plan to determine space renovation modifications. The planning process determines the detailed scope of work, departmental requirements, and specific project costs.

#### *Implementation Budget Estimates by Fiscal Year*

The purpose of the field survey, in addition to verifying room condition and occupancy, was to provide order-of-magnitude cost estimates for the Utilization Study implementation plan. The budget estimates are intended to define potential costs for renovating an interior space to an acceptable programmatic standard.

The renovation costs include revised non-structural partitions, ceiling work, repainting, light fixture repairs, floor covering restoration/replacement, and other cosmetic surface refurbishing

within the renovation area. Estimates for project management and design fees are included. Furniture, fixtures and equipment acquisitions or repair are excluded. The typical range for this level of work with allowances for limited asbestos and other hidden conditions work is \$25 to \$49 per square foot.

Cost parameters range from \$50 to \$95 per square foot depending on the complexity of the refurbishment or renovation required. These parameters are based on historic data with the University Inn, Lisner Hall second floor renovation (International Business Department), and the planning for the Lisner Hall Stacks Area Renovation project.

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### 3.2 Migration Plan

The five-year Migration Plan is the incremental process for achieving or implementing the following goals, as stated in the Occupancy Plan. Three major actions or moves, significantly increasing the assignable square footage on the campus, have provided the catalyst to implementing the Occupancy Plan.

- Administrative relocations to date include PPD and Facilities into the Support Building. Off-campus lease space (32,000 sq. ft.) is recommended for the Comptroller (5,600) and Computer Resources (18,500) in the Academic Center. Internal Audit and Accounting, now off-campus, will relocate to be with the comptroller.
- GW's plan to renovate and expand the Marvin Center will release 9,200 sq. ft. for other use.
- The proposed GW/WETA Marvin Center projects will release 10,000 sq. ft. in the Academic Center for academic use.

The migration projects have actions or moves that are predominantly based on moving from one space, painting and improving that area, and then moving to another newly refurbished space. Other migration plans require renovation of the building in addition to refurbishing the physical quality of a space.

Three Migration Plan tables present data from general to specific detail:

- **Migration Plan Summary by School**  
An overview to indicate how academic, administrative and student services groups are affected by the plan.
- **Migration Plan Summary by Action/Move**

The benefits and consequences of the major plan components are reviewed.

- **Detailed Migration Plan by Building \***

A department/unit space by space in each affected building is analyzed by:

Vacate (date of move-out).

Square footage of move.

Backfill (move-in).

*\* Presented in section 3.3*



### Migration Plan Summary by School \*

School	Proposed Actions/Moves
<i>Columbian College</i>	The Academic Center would be the home for Arts and Sciences, with the exception of existing SEAS functions. Languages become whole.
<i>Administrative Services</i>	The administrative activities would be removed from the Academic Center and the Gelman Library.
<i>The Elliot School of International Affairs</i>	Stuart Hall becomes the home of ESIA.
<i>National Law Center</i>	Remains as is.
<i>School of Business and Public Management</i>	Business and Public Management will continue to be housed in Hall of Government, Monroe Hall and Lisner Hall.
<i>School of Education and Human Development</i>	SEHD moves to the University inn.
<i>School of Engineering and Applied Science</i>	Remains as is.
<i>Gelman Library</i>	Academic units vacate with the exception of Engineering Management and the University Profesors.
<i>Off-campus lease space</i>	Internal Audit, the Comptroller and Computer Information and Resources Center move to off-campus lease space. The goal is to move most administrative functions out of the Academic Center.

\* Feasibility studies are needed for each space in the Migration Plan to determine the scope of space renovation modifications. The planning process determines the detailed scope of work, departmental requirements, and specific project costs.

## Migration Plan Summary by Action/Move\*

Action/Move	Benefits	Consequences
<i>SEHD units move to the University Inn.</i>	Additional seminar and conference rooms in newly renovated space.	Funger Hall space released for other use.
<i>ESIA occupies Stuart</i>	ESIA mostly in one place.	Move English and History.
<i>SPBM expands in Lisner</i>	SPBM out of townhomes, clusters SBPM, renovate International Business Department.	Move English. Geology remains in Lisner.
<i>English, History and Languages "whole" in Academic Center</i>	More departments are contiguous within A&S.	Comptroller/Computer Information to leave Academic Center.
<i>SEAS remains as is</i>	SEAS off-campus functions to remain in place.	Engineering remains in the Academic Center and Gelman Library.
<i>"Hard Sciences" labs remain as is</i>	Extensive lab renovations are scheduled over the next few years.	Lab renovations more difficult to accomplish without additional space.
<i>Funger Hall SEHD/A&amp;S</i>	Make academic units whole and increases academic space.	Renovation to the University Inn.
<i>Gelman Library</i>	expansion space available as academic units move out.	Engineering Management and CEEP remain.

\* Feasibility studies are needed for each space in the Migration Plan to determine the scope of space renovation modifications. The planning process determines the detailed scope of work, departmental requirements, and specific project costs.

## Academic Center

Vacate			Backfill		
<i>Date</i>	<i>Phase I</i>	<i>ASF</i>	<i>Date</i>	<i>Phase I</i>	<i>ASF</i>
3/94	<b>Human Services</b> (from floors 2, 4 and 6-north) (to University Inn)	3,099	9/94	<b>Languages from Gelman</b>	
				<b>East Asian</b>	1,494
				<b>Slavic</b>	1,554
				<b>EFL</b>	269
3/94	<b>Comptroller</b> (from 7th floor to off-campus lease space)	5,639	9/94	<b>English</b> (from Stuart and Lisner)	7,555
9/94	<b>ESIA</b> (2 offices to Stuart)	240	9/94	<b>Unassigned</b>	301
9/94	<b>Economics</b> (to Fungler Hall)	2,195			
	<b>Phase I Total</b>	<b>11,173</b>		<b>Phase I Total</b>	<b>11,173</b>
	<b>Phase II</b>			<b>Phase II</b>	
7/96	<b>NCCS</b> (National Center for Communications Studies to new GW/WETA building)	5,100	8/96	<b>History</b> (from Lisner Hall temporarily)	5,570
			1/97	<b>Sociology</b> (from Building D)	2,270
12/96	<b>Career and Cooperative Education Center</b> (to Marvin Center)	3,381	9/96	<b>Unassigned</b>	649
	<b>Phase II Total</b>	<b>8,489</b>		<b>Phase II Total</b>	<b>8,489</b>
	<b>Academic Center Total</b>	<b>19,662</b>		<b>Academic Center Total</b>	<b>19,662</b>
			<i>Existing non-CCGSAS departments to remain::</i>		
				<b>CEEP</b>	10,133
				<b>SEAS</b>	7,000
				<b>CMEC</b>	7,730

## Bell Hall

Vacate			Backfill		
Date	Phase I	ASF	Date	Phase I	ASF
6/94	Reprogram science assigned space	2,513	7/94	Geography (from Quigley's)	2,513
Total		2,513	Total		2,513

## Building D

Vacate			Backfill		
Date	Phase I	ASF	Date	Phase I	ASF
7/94	SBPM (5 offices, 1 lab)	1,089	8/94	Unassigned	1,089
<b>Phase II</b>			<b>Phase II</b>		
12/96	International Students (ISO) (to Marvin Center)	1,587	2/97	Unassigned	3,857
1/97	Sociology (to Academic Center)	2,270			
Total		4,946	Total		4,946

## Building Y

Vacate			Backfill		
Date	Phase I	ASF	Date	Phase I	ASF
7/94	SBPM Alumni Research (to Lisner)	1,180		Unassigned	1,180
Total		1,180	Total		1,180

Existing Bldg. Y Departments to remain:  
Theater and Dance 305  
Campus Ministry 264

## Building AA

Vacate			Backfill		
Date	Phase I*	ASF	Date	Phase I*	ASF
1/93	PPD (relocated to Support Building)	4,888	8/93	University Development	*4,888
Total		4,888	Total		4,888

\* Indicates study and planning in progress

## Building EE

Vacate			Backfill		
Date	Phase I	ASF	Date	Phase I	ASF
9/93	PPD (from EE floor 1 - Procurement/supply)	*3,163	3/94	University Development	*3,163
Total		3,163	Total		3,163

\* Indicates study and planning in progress

## Building WW

Vacate			Backfill		
Date	Phase I	ASF	Date	Phase I	ASF
9/94	Statistics (to Fungler)	522	8/94	Unassigned	1,244
9/94	Political Science (722 to Fungler Hall)	722			
Total		1,244	Total		2,303

Existing Bldg. WW departments to remain:  
Anthropology 812

## Building XX

Vacate			Backfill		
Date	Phase II	ASF	Date	Phase II	ASF
7/96	NCCS National Center for Communication Studies (to new GW/WETA Building) (departmental space)	7,951	8/96	Unassigned	15,232
7/96	NCCS labs	7,281			
	<b>Total</b>	<b>15,232</b>		<b>Total</b>	<b>15,232</b>

## Building YY

Vacate			Backfill		
Date	Phase II	ASF	Date	Phase II	ASF
7/96	NCCS National Center for Communication Studies (to new GW/WETA Building) (departmental space)	3,920	8/96	Unassigned	3,920
	<b>Total</b>	<b>3,920</b>		<b>Total</b>	<b>3,920</b>

## 2002 G Street

Vacate			Backfill		
Date	Phase I	ASF	Date	Phase I	ASF
6/93	Fraternity House	5,165	8/93	Teaching Center (from Stuart Hall)	5,165
			8/93	Temporary Space Japan Center Vatican Studies (move to Stuart Hall)	
	<b>Total</b>	<b>5,165</b>		<b>Total</b>	<b>5,165</b>



## 2008 G Street

Vacate			Backfill		
<i>Date</i>	<i>Phase I</i>	<i>ASF</i>	<i>Date</i>	<i>Phase I</i>	<i>ASF</i>
6/93	Fraternity House	4,703	7/93	Law Review	*2,537
			7/93	Law Journal	*2,166
Total		4,703	Total		4,703

## 2136, 2138 and 2140 G Street

Vacate			Backfill		
<i>Date</i>	<i>Phase I</i>	<i>ASF</i>	<i>Date</i>	<i>Phase I</i>	<i>ASF</i>
6/93	2136 G Street	*2,335	6/94	SEHD	separate study
6/93	2138 G Street	*2,229	6/94	Univ. Honors	separate study
6/93	2140 G Street	*2,220	6/94	The Hatchet	separate study
Total		6,784	Total		6,784

## Funger Hall

Vacate			Backfill		
<i>Date</i>	<i>Phase I</i>	<i>ASF</i>	<i>Date</i>	<i>Phase I</i>	<i>ASF</i>
	SEHD units to University Inn:		9/94	Statistics (from Bldg. WW)	522
3/94	Education Leadership	2,401	9/94	Political Science (722 from Bldg. WW)	722
3/94	Teacher Prep and SE	6,967	9/94	Economics (from Academic Center)	2,195
3/94	SEHD Administration	3,059	1/95	Unassigned from lease space	2,676
3/94	Human Services	3,099	1/95	Mathematics (from Gelman Library)	4,224
				Additional Unassigned	5,187
<b>Phase I Total</b>		<b>15,526</b>	<b>Phase I Total</b>		<b>15,526</b>

*Existing Funger Hall Departments to remain:*

Statistics	2,843
Political Science	3,498
Economics	2,895
Speech and Hearing	4,865
Women's Studies	485

## Gelman Library

Vacate			Backfill		
Date	Phase I	ASF	Date	Phase I	ASF
8/93	University Relations (to Rice 5) University Development (to Building AA - 8/93 (to Bldg.EE 1st floor - 12/93)	5,809	5/94	7th Floor: National Security Archives and University Archives.	5,653
9/94	IERES (ESIA to Stuart)	4,781			
9/94	SIGUR Center (ESIA - Stuart)	768	8/94	Library functions	16,804
9/94	CISPT (ESIA to Stuart) (Reduce from 4,558 - 3,558)	3,558			
9/94	Languages from Gelman				
	East Asian	1,494			
	Slavic	1,554			
	EFL	269			
	(to Academic Center)				
12/94	Mathematics (to Funger)	4,224			
Total		22,457	Total		22,457

Existing non-library departments to remain:

Engineering Management	4,208
CEEP	1,384

## Lisner Hall

Vacate			Backfill		
Date	Phase I & II	ASF	Date	Phase I & II	ASF
9/94	English (to Academic Center)	1,775	9/94	Backfill English (1,755) with History from Stuart.	1,362
8/93	SBPM Urban Planning (to Monroe Hall, suite 301)	1,306	8/93	Int'l. Business Dept. (to vacated Urban Planning space)	1,306
8/96	History (from Lisner Hall)	2,582	9/96	Unassigned	2,995
7/96	History (temporary from backfilled space from Lisner Hall)	1,362			
Total		5,663	Total		5,663

Existing Lisner Hall departments to remain  
existing SBPM 6,014  
Biology Stacks 5,906  
Genetics 259  
Geology 2,064

## Lisner Stacks

Vacate			Backfill		
Date	Phase I & II	ASF	Date	Phase I & II	ASF
6/94	Library stacks for Gelman Library, Law School and other archival stack/storage area (floor to floor height 7'-6")	20,758	7/96	Teleconference Room	1,625
				Classrooms and Conf. Rms	7,525
				Office area	725
Total		20,758	Total		*9,912

\*indicates study and planning in progress

## Quigley's

Vacate			Backfill		
Date	Phase I	ASF	Date	Phase I	ASF
2/95	Geography (to Bell Hall)	2,513	7/94	Unassigned	2,513
	<b>Total</b>	<b>2,513</b>		<b>Total</b>	<b>2,513</b>

## Rice Hall

Vacate			Backfill		
Date	Phase I	ASF	Date	Phase I	ASF
1/93	Partial 5th floor vacated	7,803	11/93	VP AI VP. Admin & Information University Relations	*7,803
1/93	Partial 6th floor vacated	7,803	11/93	VP AA Academic Offices Graduate Enrollment Sponsored Research External Programs	*7,803
1/93	Partial 7th floor (Facilities to Support Building) vacated	1,100	11/93	VP and Treasurer Equal Employment Opportunities (5th floor)	*1,100
	<b>Total</b>	<b>16,706</b>		<b>Total</b>	<b>16,706</b>

\*indicates study and planning in progress

## Stuart Hall

Vacate			Backfill		
<i>Date</i>	<i>Phase I &amp; II</i>	<i>ASF</i>	<i>Date</i>	<i>Phase I &amp; II</i>	<i>ASF</i>
8/94	<b>English</b> (Additional 1,775 in Lisner to Academic Center)	5,780	9/94	<b>CISPT</b> (from Gelman Library) (Reduce from 4,558 - 3,558)	3,558
7/94	<b>Business Administration</b> (to SBPM in Lisner)	501	9/94	<b>IERES</b> (ESIA from Gelman Library)	4,286
12/93	<b>Fellowship</b> (VP Academic Affairs)	283	9/94	<b>SIGUR Center</b> (ESIA)	768
10/93	<b>Graduate Enrollment</b> (to Rice Hall 6th floor)	182	3/96	<b>International Affairs space</b> (includes Vatican Studies and Japan Center from temporary 2002 G Street)	945
8/94	<b>VP SASS Athletics</b>	1,234	9/94	<b>ESIA space from Academic Center</b>	240
8/96	<b>History</b> (to Lisner Hall temporarily)	1,362			
4/94	<b>Honors Program</b> (to 2138 G Street townhome)	182			
8/93	<b>University Teaching Center</b> (to 2002 G Street)	273			
<b>Total</b>		<b>9,987</b>	<b>Total</b>		<b>9,987</b>



## University Inn

### Vacate

<i>Date</i>	<i>Phase I</i>	<i>ASF</i>
7/94	<b>Human Services</b> (from Academic Center)	3,099
7/94	<b>SEHD units to University Inn from Fungler Hall:</b>	
	<b>Education Leadership</b>	2,401
	<b>SEHD Administration</b>	3,059
	<b>Teacher Prep and SE</b>	6,967
	<b>Unassigned</b>	1,474
<b>Total</b>		<b>17,000</b>

## Off-Campus Administrative Space

### Vacate

### Backfill

<i>Date</i>	<i>Phase I</i>	<i>ASF</i>
3/94	<b>Comptroller</b> ( from Academic Center 7th floor to off-campus lease space)	5,639
3/94	<b>Internal Audit Accounting</b>	5,200
<b>Total</b>		<b>10,839</b>

THE GEORGE WASHINGTON UNIVERSITY  
Washington, DC

The February 11, 1994, Faculty Senate meeting was rescheduled for February 18, 1994, by the Executive Committee because of the closing of the University due to adverse weather conditions (ice storm) on February 11, 1994.

*Doris D. Trone*

Doris D. Trone, Coordinator  
Faculty Senate Activities  
Faculty Senate Office

February 14, 1994

THE GEORGE WASHINGTON UNIVERSITY  
WASHINGTON, DC  
20052

The Faculty Senate

February 1, 1994

The Faculty Senate will meet on Friday, February 11, 1994, at 2:10 p.m., in Lisner Hall 603.

AGENDA\*

1. Call to order
2. Approval of the minutes of the regular meeting of December 10, 1993 [postponed to February 11, 1994]
3. Resolutions:
  - A RESOLUTION ON GRADING EXTENSIONS (93/5); Professor Diane M. Brewer, Chair, Educational Policy Committee (Resolution 93/5 attached) [postponed to February 11, 1994]
4. Introduction of Resolutions
5. General Business:
  - (a) Nomination for election of the following faculty to the Joint Faculty-Administration Task Force to Assess the Long-Run Comparative Advantage of the Virginia Campus: Professors Theodore M. Barnhill (SBPM), Charles A. Garriss (SEAS), Joseph A. Greenberg (SEHD), and Hermann J. Helgert (SEAS) [postponed to February 11, 1994]
  - (b) Nomination for election of Associate Professor Barbara Miller to the Research Committee [postponed to February 11, 1994]
  - (c) Report of the Executive Committee: Professor Lilien F. Robinson, Chair
  - (d) Interim Reports (written) of Senate Committee Chairs [postponed to February 11, 1994]
6. Brief Statements (and Questions)
7. Adjournment



J. Matthew Gaglione  
Secretary

\* This agenda incorporates items of business appearing on the agenda for the January 21, 1994, Senate meeting which was cancelled and postponed to February 11, 1994.



[Any inquiries about this resolution should be directed to Professor Diane M. Brewer, Chair of Educational Policy Committee 4-7167.]

A RESOLUTION ON GRADING EXTENSIONS (93/5)

WHEREAS, it is University policy to require all final grades be turned in within 72 hours of a final examination; and

WHEREAS, this time frame is problematic for faculty teaching large sections which are scheduled at the end of the examination period; and

WHEREAS, it is not practical to schedule all large classes at the beginning of the examination period; NOW THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That faculty teaching courses with 50 or more students who have examinations scheduled during the last three days of the examination period can contact the Registrar to arrange an extension in the submission of grades.

Committee on Educational Policy  
November 29, 1993





**ADMINISTRATIVE STANDING COMMITTEES**

February, 1994

**THE GEORGE WASHINGTON UNIVERSITY  
Washington, DC**

**TO:** Members of the University Faculty Assembly

**FROM:** Lilien F. Robinson, Chair  
Executive Committee of the Faculty Senate

**RE:** Appointments to Administrative Standing and Special  
Committees for the Year 1994-95

At its April and May meetings the Faculty Senate will recommend faculty for presidential appointment to membership on certain Administrative Standing Committees listed below. When the Executive Committee meets in March, it will draw up a list of faculty nominees for approval by the Senate.

If you are interested in volunteering your services--and I urge you to give the matter serious consideration--please indicate your preferences and return this form to:

**FACULTY SENATE OFFICE  
RICE HALL, #305**

**BY MARCH 11, 1994**

Committee on the Judicial System  
Committee on Student Publications  
Committee on University Bookstore  
GW Forum  
Joint Committee of Faculty  
and Students

Marvin Center Governing Board  
Marvin Center Program Board  
Panel for Student Grievance  
Review Committees  
Safety and Security Advisory Comm.  
University Hearing Board

Name \_\_\_\_\_ Department \_\_\_\_\_ Rank \_\_\_\_\_

Currently serving on the Administrative Committee on: \_\_\_\_\_

Do you wish to be re-elected to this Committee? \_\_\_\_ Yes \_\_\_\_ No

I should like to serve on an Administrative Committee according to my preferences below:

(1st Choice) \_\_\_\_\_

(2nd Choice) \_\_\_\_\_

(3rd Choice) \_\_\_\_\_

I will be available for committee work during the regular academic year \_\_\_\_ Yes \_\_\_\_ No

I will also be available for committee work during at least one of the summer sessions \_\_\_\_ Yes \_\_\_\_ No

I prefer not to serve during 1994-95 \_\_\_\_.

Thank you for your prompt consideration of this matter.





**FACULTY SENATE STANDING COMMITTEES**

February, 1994

**THE GEORGE WASHINGTON UNIVERSITY  
Washington, DC**

**TO:** Members of the University Faculty Assembly

**FROM:** Lilien F. Robinson, Chair  
Executive Committee of the Faculty Senate

**RE:** Call for Nominations for Election to Faculty Senate  
Standing Committees, 1994-95 Session

In April, the newly-elected and incumbent Executive Committee of the Faculty Senate will meet jointly "to nominate the members and chairmen of the standing committees and special committees" of the Faculty Senate for the year 1994-95.

I urge all colleagues seriously to consider volunteering their service to one of the following Senate Committees during the forthcoming year. Please keep in mind that in the interest of "continuity" in committee membership, the Senate amended its Bylaws to read: "...elected members should consider it an obligation to stand for re-election to the same committee at least once." If you wish to be elected or re-elected to a Senate Committee, please return this form to:

**FACULTY SENATE OFFICE  
RICE HALL, #305**

**BY MARCH 25, 1994**

Administrative Matters as They Affect the Faculty	Faculty Development and Support
Admissions Policy and Student Financial Aid	Fiscal Planning and Budgeting
Appointment, Salary, and Promotion	Honors and Academic Convocations
Policies (including Fringe Benefits)	Libraries
Athletics and Recreation	Physical Facilities
Dispute Resolution Committee (3-year term)	Professional Ethics and Academic Freedom
Educational Policy	Research
	University and Urban Affairs

Name \_\_\_\_\_ Department \_\_\_\_\_ Rank \_\_\_\_\_

Currently serving on the Senate Committee on: \_\_\_\_\_

Do you wish to be re-elected to this Committee? \_\_\_\_ Yes \_\_\_\_ No

I should like to serve on a Senate Committee according to my preferences below:

(1st Choice) \_\_\_\_\_

(2nd Choice) \_\_\_\_\_

(3rd Choice) \_\_\_\_\_

I will be available for committee work during the regular academic year \_\_\_\_ Yes \_\_\_\_ No

I will also be available for committee work during at least one of the summer sessions \_\_\_\_ Yes \_\_\_\_ No

I prefer not to serve during 1994-95 \_\_\_\_.

